This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

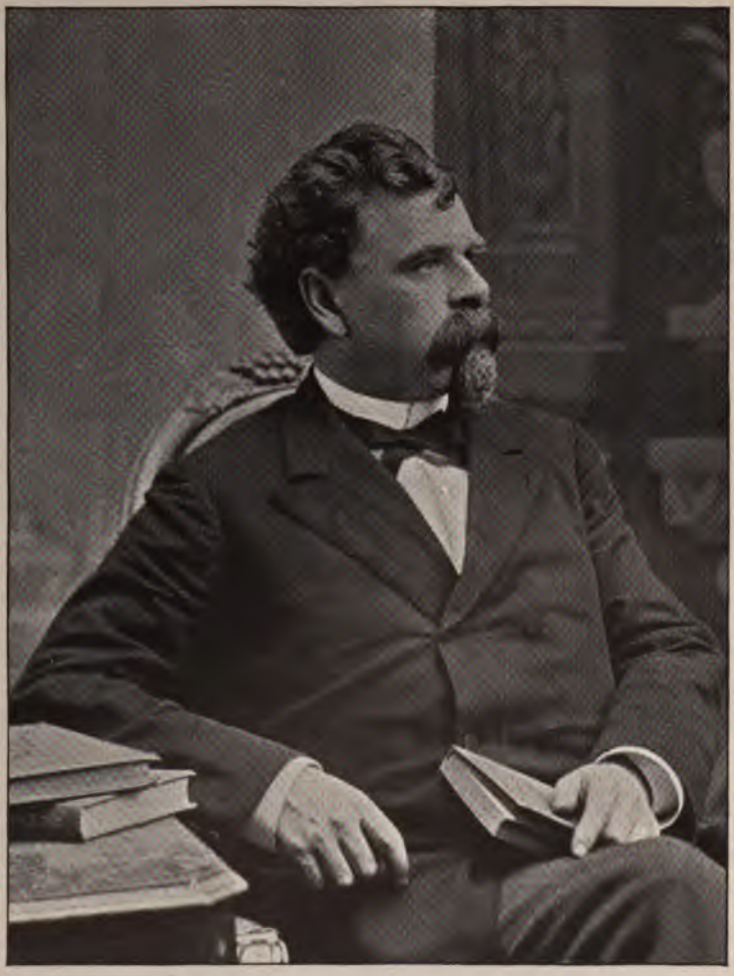
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

A 441640

THOUGHTS AND EXPERIENCES

IN AND OUT OF SCHOOL

JOHN B. PEARSE, M.D., Ph.D.



From Photograph by Thomas, 1886

Yours sincerely,
John D. Peasley

THOUGHTS AND EXPERIENCES

IN AND OUT OF SCHOOL

BY

JOHN B. PEASLEE, LL.B., Ph.D.,

Ex-Superintendent of the Public Schools of
Cincinnati, Ohio

ACCOMPANIED BY LETTERS FROM

LONGFELLOW, WHITTIER, HOLMES,
AND OTHER AMERICAN AUTHORS

Printed for the Author by
CURTS & JENNINGS, CINCINNATI, OHIO
1900

Copyright by JOHN B. PEASLEE, 1899

DEDICATION

"My Boys and Girls," former pupils in Plaistow and Newton, New Hampshire, Groveland, Massachusetts, Columbus and Cincinnati, Ohio:

To you this volume is affectionately dedicated. May you find in it something to remind you of those happy days of your childhood and youth, when we were associated together in the public schools.

Sincerely yours,

JOHN B. PEASLEE.

CONTENTS

PAGE.

List of Illustrations, ... 9

Sketch of the Life of John B. Peaslee, ... 11

Moral and Literary Training in Public Schools, . 31
Mistakes in Teaching, ... 34
Gems of Literature, ... 40
How to Teach Gems of Literature, ... 47
Teachers Should Familiarize Themselves with Good Books, ... 51
Author-day Celebrations, ... 51
How to Prepare for a Celebration, ... 53
Declamations and School Exhibitions, ... 56
Children are Interested in Gem Learning, . . . 60
Remarks of a Nonagenarian, ... 61
Dime-novel Reading, ... 63
The Importance of Reading Good Books, . . . 66
Neatness and Beauty of Execution, ... 67
School-room Decorations, ... 71
Portraits for the Schools, ... 72
Portraits of Webster, ... 74
Bands of Mercy, ... 76
Conclusion, ... 78
Moral Instruction Through Literature, . . 80
List of Selections Taught by a B Grade Teacher, ... 88
Opinions of Principals and Teachers, ... 92
Report of the French Commission, ... 97
Boards of Education Should Act, ... 99
Revival of American Literature, ... 100

Origin of School Arbor-day, ... 101
Organization of the Cincinnati Forestry Club, . 103
Visit of the Von Steubens, ... 104

Origin of School Arbor-day— PAGE.

Colonel De Beck Conceives the Idea of Organizing an American Forestry Congress. 107
Conference in Judge Higley's Office. 108
Organization of the Projectors of the Congress. 109
Superintendent Peaslee's Plan of Celebration Adopted. 110
Governor Foster Issues a Proclamation. 111
Board of Education and Board of Public Works Take Action. 112
Authors Selected, and the Schools begin Preparations. 113
The Procession and the Part Taken by Pupils in the Actual Planting. 114
Celebration in Author's Grove. 115
Ralph Waldo Emerson Dies. 116
The Planting of the "Steuben Oaks." 116
The First Memorial Groves Planted in America. . 115
Cincinnati Arbor-Hain. 118
"The Cincinnati Plan" Popularized "Arbor-day." 119
"Arbor-day" Celebration of 1883. 121
Inscriptions on the Granite Markers. 122
Description of the Celebration by Mrs. Hardacre. 124
Sentiment of the Scholars in Regard to Trees. . 125
Celebration of 1884. 126
Names of Authors to whom Trees were Planted in 1884. 127
School Celebration of 1885 Held in the School-houses. 132
Celebrations Around the Trees More Effective. 134

Extracts from Addresses. 135
Tree-planting and Forestry in Germany. 136
Public Sentiment Must Be Created. . . . 138
Let Memorial Groves Be Planted. . . . 139
Tree Monuments. 141
Celebrations would Lead to Beautifying Our Cities and Towns. 142

Origin of School Arbor-Day— PAGE.
Tree-planting Fosters a Love for Trees and Tree-culture, ... 143
The Cary Tree, ... 144
Old Liberty Elm, ... 145
Washington Elm, ... 146
Woodman, Spare That Tree, ... 147

DECORATED MANUSCRIPTS OF AMERICAN AUTHORS, . . 151
Letter of Mrs. Anna Fields, ... 155
List of Manuscripts, ... 157

EXTRACTS FROM LECTURE ON OHIO, ... 159
First Settlers, Soldiers of the Revolution, . . . 161
Ordinance of Eighty-seven, ... 162
Growth of the Northwestern States, ... 165
Washington Irving's Letter, ... 165
Ohio, the Soldier State of the Union, ... 167
Settlement of Gallipolis, ... 169
General George Rogers Clark, the Napoleon of the West, ... 172

OCCASIONAL ADDRESSES, ... 177
CINCINNATI, THE UNIVERSITY CITY OF THE TWENTIETH CENTURY, ... 180
Co-education, ... 180
The Growth of Public Sentiment in Favor of Higher Education, ... 183
Present Educational Institutions, Apart from Our Public Schools, ... 185
Picture of the University of Cincinnati as She will be in the Latter Part of the Twentieth Century, ... 188
OUR EDUCATORS, ... 190
Literary Institute and College of Professional Teachers, ... 193
GRACE AGUILAR SOCIETY, ... 196
BOOKER T. WASHINGTON 198

Occasional Addresses— PAGE.

Remarks Welcoming the National German Teachers' Association, ... 199
German Instruction in Public Schools, ... 202
Why a Child Can Study with Advantage Two Languages at the Same Time, ... 208
Too Many Hours of Tuition, ... 212
Why Select the German Language, ... 214
Germanizing the Children, ... 217
Organization of the German Department, . . 219
A Suggestion as to the Method of Teaching, . . 223
German Methods of Instruction, ... 224
Conclusion, ... 227

Pedagogic Hints (for teachers), ... 229
The "Tens' Method" of Teaching Addition and Subtraction.—Introductory Remarks, 231
The Way in which the "Tens' Method" was Introduced, ... 233
General Directions, ... 235
Explanation.—The Teachers' Manipulating the Objects, ... 237
Explanation.—The Pupils Manipulating the Objects, ... 239
Exercises without Objects, ... 241
Teaching Accuracy in Reading, ... 250
Opinions of Principals and Teachers, ... 251
Percentage System, ... 253
Farewell to the Schools, ... 260

Personal Incidents, ... 263
The Fish I Did Catch, ... 265
My Spring, ... 267
Planting the Maple-tree, ... 269
Why I Became in Boyhood an Opponent of Capital Punishment, ... 273
General Noyes and the Poet Whittier, ... 276

PAGE.

LETTERS FROM AMERICAN AUTHORS, OR THEIR REPRESENTATIVES, RELATING TO AUTHOR-DAY AND ARBOR-DAY CELEBRATIONS, ... 281

From John Greenleaf Whittier, 283, 286, 288, 294, 300

Henry W. Longfellow, ... 284, 286

Oliver Wendell Holmes, 285, 287, 293, 301, 307, 329

From J. G. Holland, ... 289

W. H. Venable, ... 290, 305

John J. Piatt, ... 291, 326

Rev. Howard A. Johnston, ... 294

J. T. Headley, ... 295, 311

W. D. Gallagher, ... 296

Ellen T. Emerson (daughter of Ralph Waldo Emerson), ... 301

Anna Fields (Mrs. James T. Fields), . . 155, 302

Elizabeth C. Agassiz (Mrs. Louis Agassiz), . 303

W. D. Howells, ... 304

Mrs. Harriet Beecher Stowe, ... 304

Benson J. Lossing, ... 308

Moncure D. Conway, ... 312

Harriet Dennison Read (Mrs. T. Buchanan Read), ... 313

Mrs. Imogen Willis Eddy (Daughter of N. P. Willis), ... 314

William A. Mowry, ... 23, 315

General Samuel F. Cary (cousin of Alice and Phœbe), ... 316

B. Pickman Mann (son of Horace Mann), . . 317

Mrs. Mary H. Russell (daughter of Lydia M. Sigourney), ... 318

Lucy Larcom, ... 319

Miss Gabrielle Greeley (daughter of Horace Greeley), ... 320

Daniel Draper (son of Professor John W. Draper), ... 320

Mrs. Kate Holland Von Wagner (daughter of J. G. Holland), ... 321

Letters from American Authors— PAGE.
Miss Susan Fenimore Cooper (daughter of James Fenimore Cooper), ... 322
Dr. Edward H. Parker, ... 323
Edwin Percy Whipple (the Essayist), . . . 324
G. and A. Merriam & Co. (publishers of Webster's Dictionary), ... 327
From James Grant Wilson, ... 329
Joseph W. Miller, ... 330
Hon. John W. Andrews, ... 332
Arthur Gilman, ... 333
Rossiter Johnson, ... 334
Mrs. C. Emma Cheney, ... 335
Horace E. Scudder, ... 336
Horatio O. Ladd, ... 336

Occasional Verses, ... 339
The School Flag, ... 341
The Heroes Who Rest, ... 343
Advice to a Young Friend, ... 344
In Memoriam. To Lou W. Peaslee, ... 347
'Neath the Maple-tree (by Mrs. Mary Peaslee Gardner), ... 348
Memories of Boyhood (by E. S. Peaslee), ... 350
Ode to Daniel Webster (by Rev. Wm. Carey Sheppard), ... 354

Addendum.—Testimony of Teachers on the Method of Teaching History in the Public Schools, 357

Notes, ... 367

LIST OF ILLUSTRATIONS

FACING PAGE

1. Portrait of the Author, ... *Frontispiece*
2. Birth-place of the Author, ... 11
3. The "Old Peaslee Garrison House," 16
4. The "Whittier School-house," 21
5. Kenoza Lake, ... 30
6. Samples of Forms Ruled by Pupils on Slate and Paper (*10 pages*), ... 68
7. Daniel Webster, ... 74
8. Authors' Grove, ... 115
9. Steuben Oaks, ... 120
10. Washington Elm, ... 146
11. General George Rogers Clark, ... 172
12. University of Cincinnati, ... 179
13. The "Old Mill-pond," 266
14. The Gano Lot, Spring Grove, ... 347

From a Painting by Ada S. Peaslee

BIRTHPLACE, PLAISTOW, N. H.

During the Latter Part of the Last and the Early Part of the Present Century, this House was Occupied as a Tavern

SKETCH OF THE LIFE OF JOHN B. PEASLEE

JOHN BRADLEY PEASLEE was born in Plaistow, Rockingham County, New Hampshire. His paternal ancestor, Joseph Peaslee (Peasley, as the name was then spelled), came, with his wife Mary, from England, and settled in Newbury, Massachusetts, in 1635. In 1645 he removed to Haverhill, Massachusetts, where he established a homestead of two hundred acres, becoming, in that year, one of thirty-two landholders of that place. In 1656 he removed to the adjoining township of Salisbury Newtown, and settled in that part of the township now known as Amesbury, Massachusetts, where he died December 3, 1660. Joseph Peaslee was a man of splendid physique, and of great force of character. He was, as is stated in the "History of Essex County, Massachusetts," "in many respects, a conspicuous man." The Church records of Salisbury, where he supplied the place of the minister as a lay preacher, call him "the gifted brother," and the poet Whittier designates him as "the brave confessor." In his religious convictions he differed from the doctrines of the Established Church, and was known as a "Come-outer." He began to preach before George Fox, the founder of the Society of Friends (or Quakers as they are usually called), commenced

to proclaim his doctrines. The preaching of Joseph Peaslee, not being in accord with the established order, but detrimental to the same, the General Court decreed that he should be fined five shillings every time he exhorted the people in the absence of a preacher, and, also, that he should be fined five shillings every time he failed to attend the Established Church. This action of the General Court did not deter him from worshiping God according to the dictates of his own conscience; and not long afterwards he, with his associates, organized, at what is now Amesbury Mills, a little band of believers to hold meetings and to preach. Again the General Court decreed that he should be fined as before.

In 1653 he and Thomas Marcy were arrested, by order of the General Court, for "exhorting on the Lord's-day," heavily fined, and deprived of their "rights as freemen." This was done by the court notwithstanding the fact that the "exhorting" took place in their own residences.

Joseph Peaslee, Jr., the only son of Joseph Peaslee, was a physician, and, like his distinguished father, a man of great mental power and of sterling worth; a Quaker in the highest sense of the term. "The old Peaslee-Garrison House," built by him in or near 1673, of brick imported from England, is still standing. It was constructed to serve both as a private dwelling and as a fort to protect the early settlers against the Indians. To this house the people of Haverhill fled for shelter at the time Hannah Dustin was carried away by the Indians,

and also during the French and Indian War. In it the great-grandmother of the poet Whittier, who was the daughter of Joseph Peaslee, Jr.,[1] spent her youth. In this house the first Quaker meetings in New England were held. Mrs. E. A. Kimball, in her book entitled "The Peaslees and Others of Haverhill and Vicinity," after quoting a letter to her, in which John G. Whittier states, "I have always heard that the first Quaker meetings in this part of the country were held at Joseph Peasley's house," says: "In 1699, when the town voted 'that the new meeting-house should in future be the place where the people should worship God, Joseph Peasley, etc., immediately moving that the town would allow him and others to meet at the meeting-house for and in their way of worship—which is accounted to be for Quakers—it was read and refused to be voted upon.' Whereupon, not being allowed to worship with his sect in the new house, Mr. Peaslee opened his own doors, and in his home the Friends met, holding there the first meetings of the society in this part of the county. In this house crowds were wont to assemble at their quarterly-meetings, coming from neighboring towns to listen to addresses made by the most notable speakers of the sect."

Among the descendants of Joseph Peaslee, Jr., are found the following: Colonel Nathaniel Peaslee, "the wealthiest and most influential man of Haverhill," a member of the committee of the General Court on the boundary-line between Massachusetts

and New Hampshire; Robert and John, brothers of Nathaniel, large land-owners, and prominent and influential men; Judge Daniel Peaslee, of Washington County, Vermont; Rev. Reuben Peaslee, brother of Daniel, one of the most distinguished Methodist ministers of his day in New England, author of "Experiences, Christian and Ministerial, of Mr. Reuben Peaslee," and publisher of "A Choice Selection of Hymns and Spiritual Songs, Designed to Aid in the Devotions of Prayer, Conference, and Camp-meetings;" Joab Peaslee, brother of Daniel and Reuben, and the grandfather of the subject of this sketch, the wealthiest and one of the leading men of his township, Plaistow; Hon. Charles Hazen Peaslee, a graduate of Dartmouth College, member of Congress of New Hampshire for three terms, and collector of customs, Boston, Mass., under President Pierce; Edmund Randolph Peaslee, A. M., M. D., LL. D., of New York City, graduate of Dartmouth College, great physician and lecturer, professor at Dartmouth, Bowdoin, New York Medical and Bellows Hospital Medical Colleges, author of medical works, a member and officer of medical societies of both continents, and trustee of Dartmouth College; J. P. Peaslee, New York City, author of "The Unique;" Amos Peaslee, very prominent Quaker preacher (Hicksite), Philadelphia; Abraham Peaslee, brother of Amos, a prominent Quaker preacher (orthodox); Judge William Jenkins Peaslee, of the Circuit Court, Indianapolis; Rev. Ebenezer Peaslee, Newton, N. H., Methodist preacher

and very able debater; Moses B. Peaslee, one of the wealthiest and most prominent citizens of Newton, N. H.; Edward H. Peaslee, M. D., of New York City, a graduate of Phillips Academy, Exeter, N. H., of Yale College, and of Bellows Hospital Medical College, and member of the Board of Education of New York City for six years; Judge Robert James Peaslee, justice of the Supreme Court of New Hampshire; Rev. Arthur Peaslee, A. B. (Bates College), A. M. (Harvard University), curate of Christ Church (Episcopal), Cambridge, Mass.; Daniel Peaslee, Plaistow, N. H., uncle of John B., mill-owner and large dealer in ship lumber; Hiram Peaslee, also an uncle, wealthy and prominent citizen of Haverhill, Mass.; James E. Peaslee, brother of Daniel and Hiram, and father of Edward S. Peaslee, principal of Kirby Road School, Cincinnati, land-owner and farmer; Hon. Clarence Andrew Peaslee, M. D., Wiscasset, Maine, a graduate of the Maine Wesleyan Seminary, of the Medical Department of Bowdoin College, perfecting his medical studies at the New York Polyclinic, St. Thomas Hospital in London, and at the University of Vienna, a member of the Maine Academy of Medicine and Science, vice-president of the Medical Alumni of Bowdoin College, and member of the Board of Pension Examining Surgeons; C. C. Peaslee, M. D., of Auburn, Maine; Horace White Peaslee, one of the most esteemed citizens and successful business men of Columbia County, New York; Rev. Isaac Peaslee, of Sutton, N. H., Baptist minister; Rev. Arthur C.

Peaslee, of Leominster, Mass., Baptist minister; Charles E. Peaslee, prominent Quaker minister; Zacheus, Robert, David, Abraham, and Jacob Peaslee were soldiers of the Revolution, two of them officers; Jacob, afterwards major in the New Hampshire State Militia, "became very wealthy, and was the head and front of all public interests of his township, South Kingston, N. H.;" his son, Captain Daniel Peaslee, was "active, energetic, and always in public affairs;" Captain Daniel's son, Luther Peaslee, "merchant, lumberman, is one of the wealthiest men in Southern New Hampshire;" Dr. George L. Peaslee, formerly of Gilmanton, N. H., and afterwards of Wilton, Maine; John S. Peaslee, a prominent citizen of Newton, N. H., president of the "Peaslee Gathering;" E. E. Peaslee, Plaistow, N. H., lumber dealer and large mill owner; Joab Peaslee, Plaistow, N. H., and Haverhill, Mass., retired shoe-manufacturer, ex-member of the House of Representatives of New Hampshire; Charles R. Peaslee (Peaslee & Gaulbert Co., Louisville, Ky.), retired merchant and manufacturer, Louisville, Ky.; Hon. Nathaniel Peaslee Sargent, a graduate of Harvard, member of the Provincial Congress, chief justice Supreme Court of Massachusetts; John Greenleaf Whittier, the poet; Hon. William Pitt Fessenden, United States senator from Maine; Major-General Joseph Badger, colonel of the 10th New Hampshire Regiment, in 1771, an active and efficient officer in the Revolution, member of the Provincial Congress and of the Convention that

"THE OLD PEASLEE GARRISON" HOUSE, HAVERHILL, MASS.

"But the old house! Have you seen it,
Picturesque, and quaint, and gray,
Built when Red Men came a-prowling
Down the Famous twelve-rod way?

"Lofty elms reach far above it,
Nests are hidden by the leaves;
Smooth the greensward, sweet the lilacs,
Climbing up to kiss the eaves."—E. A. KIMBALL

adopted the United States Constitution, one of the founders of the Gilmanton (N. H.) Academy, and president of the Board of Trustees till his death (his son, Brigadier-General Joseph Badger, commanded a company at Mount Independence, Lake Champlain, in 1776, and was present at the capture of General Burgoyne in 1779); Hon. William Badger, governor of New Hampshire; Nathaniel and Francis Cogswell, graduates of Dartmouth, and officers in the army—one was killed at Chateaugay, N. Y., in 1813, and the other died in the service; Judge Thomas Cogswell, most prominent citizen of Gilmanton, N. H.; Colonel Thomas Cogswell, son of Judge Cogswell, to whom a further reference will be made in these pages; Amos Cogswell, of Dover, N. H.; Dr. Joseph Cogswell and Dr. William Cogswell, of Bradford, Mass.; Dr. George Cogswell, of Bradford, Mass.; General William Cogswell, of Salem, Mass., colonel of the 2d Massachusetts Regiment in the Civil War, member of Congress from Essex County; Hon. Ira A. Eastman, of Concord, N. H., a graduate of Dartmouth College, member of Congress, justice of the Supreme Court of New Hampshire, trustee of Dartmouth College from 1859 to 1880; Joseph Eastman, of Concord, who commanded a company at Crown Point; Nathaniel Eastman, member of the Committee of Safety, served at Ticonderoga; Moses Eastman, sergeant in the same company which his brother Joseph commanded at Crown Point; Hon. Samuel C. Eastman, president of the New Hampshire Savings Bank;

Gertrude (Whittier) Cortland, cousin of John G. Whittier, a prominent educator and woman of high culture; Charles H. Jones, of Amesbury, Mass., former principal of Oak Grove Seminary, Maine, and of Union Springs School, New York, without question the most gifted minister of the Society of Friends in the New England Yearly Meeting; Dr. Daniel Peaslee Chase, of Hillsboro Bridge, N. H.; James Davis, of Dover, N. H., colonel, judge, and large land-owner; Benjamin Thompson, who gave nearly $500,000 to the New Hampshire Agricultural College; Mary Thompson, sister of Benjamin, noted teacher and author, who left a library of 2,000 volumes; Hon. S. F. Norris, of Batavia, Ohio, judge, and member of the Ohio Constitutional Convention of 1850; Anson P. Morrill, governor of Maine, 1855–57, and member of Congress, 1861–63; Lot M. Morrill, educated at Waterville College, admitted to the bar in 1839, member of State Legislature in 1854, president of State Senate in 1856, governor of Maine, 1858–60, United States senator, 1861–76, and was appointed Secretary of the United States Treasury June 21, 1876; Hon. Daniel J. Morrill, one of the chief owners and managers of the iron works at Johnstown, Pa., elected member of Congress, and moved in Congress the measure for the World's Fair at Philadelphia in 1876, and was chairman of the Executive Committee of the Exposition; Dr. Israel Peaslee Chase, of Manchester, N. H., editor and very skillful physician; Abner Peaslee Collins, of Weare, N. H., "compiled

the excellent genealogies for the history of Weare, a man widely known;" Dr. Daniel Peaslee Webster, physician, Brattleboro, Vt.; Eugene Alonzo Webster, Internal Revenue collector, district of South Carolina; John Paige, of Weare, N. H., a widely-known Quaker minister; John Elwood Paige, of Lynn, Mass., clerk of the New England Yearly Meeting of Friends—highest public office in the society—"a well-known and prominent man, a poet and writer, also business man;" Nathan C. Paige, formerly of Washington, D. C.; Nathan Paige, well-known Quaker minister; George F. Beede, of Freemont, N. H., writer on horticulture, prominent member of the Legislature of New Hampshire, author of a number of bills relating to agriculture; Rev. Horatio N. Burton, D. D.; Hon. John Peaslee Badger, of Malone, N. Y.; Daniel Peterson Woodbury, Weare, N. H., selectman for years, does a large amount of probate business; David Nason, Amesbury, Mass., postmaster and influential citizen; Edmund Johnson, cousin of the poet Whittier, large farmer and lumberman, retired from business in 1856, and lived in Charleston and Boston till 1876, when, with his daughters, Caroline C., Mrs. Abby Woodman, and Mary, he removed to Oak Knoll, Danvers, Mass., which was the old General Putnam place, where Ann Putnam and her witch friends used to hold their gatherings—the Johnson sisters and Mrs. Woodman, where John G. Whittier made his home part of the time, were of Peaslee descent on both sides; William B. Cole, Lebanon, N. H., a

wealthy iron manufacturer; Peaslee Dickinson, successful merchant and a leading citizen, Chelsea, Vt.; Mrs. Louise Worthington Greene, aunt of Mr. Peaslee, wife of George A. Greene, one of the wealthiest men in Haverhill, Mass., and a poetess of local reputation; Hon. Peter Morrill Neal, ex-mayor of Lynn, Mass., very prominent man both in public life and Church affairs (Quaker); and many other descendants of Joseph Peaslee, Jr., who have lived lives of honor and influence. Mr. Beede furnished the greater part of the information relating *to the descendants* of Joseph Peaslee, Jr., given above.

Mr. Peaslee's father, Reuben Peaslee, also educated at Dartmouth College, was for years chairman of the important Committee on Banking of the House of Representatives of New Hampshire, and was noted for his powers as a debater. He was a member of the Constitutional Convention of 1850, and it was through his influence that the Convention incorporated in the new constitution articles which abolished religious qualifications both for voting and for holding office.[2]

Mr. Peaslee's maternal ancestor, Richard Willets, settled in Hempstead, Long Island, New York, on or before 1657. His mother, whose maiden name was Harriet Atwood Willets, was born in New York City in 1824, and was educated in the public schools of that city, having completed the entire course of study of those days. She was noted for energy and vivacity, and for her kind and generous impulses.

Mr. Peaslee's ancestors on both his father's and

From a Painting by Mrs. Mary Peaslee Gardner

WHITTIER SCHOOLHOUSE

"Still sits the schoolhouse by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
The blackberry vines are running."—WHITTIER, "IN SCHOOL DAYS"

his mother's side were Quakers, and suffered by the religious persecutions of early times.

The subject of this sketch was educated in the public schools of his native town and of Haverhill,[3] Massachusetts, at Atkinson and Gilmanton Academies, New Hampshire, and at Dartmouth College, where he was graduated in the class of 1863–4.[4]

Of the members of the class now living, there are 16 lawyers, 11 professors and teachers, 8 ministers of the gospel, 9 physicians, 7 merchants, 4 manufacturers, 3 farmers, 3 journalists, 2 New York brokers, 1 banker, 1 chemist, 1 paymaster in United States navy, 1 railroad president, 1 real-estate dealer, 1 fruit-raiser, and 1 chief of postal service, and they are distributed among twenty-one States and the District of Columbia.

Mr. Peaslee's Commencement oration was on "The Polish Revolutions," and it was so effectively delivered that the entire audience was aroused to enthusiasm, and he received high encomiums from New York and other Eastern papers. Even Ralph Waldo Emerson, who sat upon the platform, arose and congratulated the young man. Upon the recommendation of Dr. Nathan Lord, president of Dartmouth, and without Mr. Peaslee's knowledge or solicitation, he was elected principal of the North Grammar School, Columbus, Ohio, shortly after graduation, and in company of Judge Hutchinson, his classmate, mentioned later, who had been elected principal of the Columbus High School, he came to Ohio, reaching the State on his twenty-second

birthday. On October 3, 1864, he resigned his position at Columbus, greatly to the regret of pupils, teachers, and trustees, and came to Cincinnati, to assume the duties of first assistant in the Third District School of that city, Congressman Outhwaite succeeding him as principal of the North Grammar School. In 1867 he was elected principal of the Fifth District School; in 1869, of the Second Intermediate (Grammar) School; in 1873, the Ninth District School was also placed under his charge; in 1874, Superintendent of the Cincinnati Public Schools,—certainly one of the youngest, if not the youngest man who ever held the superintendency of so large a school system in this or any other country. During Mr. Peaslee's twelve years' superintendency he inaugurated a number of important reforms in the schools, among which may be mentioned the method of teaching addition and subtraction in the primary grades, named by him the "Tens Method," but which was published in pamphlet form by Professor John Mickleborough, former principal of the Cincinnati Normal School, as the "Peaslee Method;" also systematic forms in which the pupils were required to rule their slates and paper for all written work, thus giving the pupils a pride in beautiful execution, and inculcating thereby habits of neatness and order, the moral influence of which can hardly be overestimated; the devoting of fifteen minutes a day to the systematic teaching of Gems of Literature, and for this work prepared a course of study in which the selections for children

in the lower grades consisted chiefly of entire pieces, and of such as are calculated to develop their emotional nature (the imagination, love of home and parents, kindness to dumb animals, etc.), and to give them correct rules of action; those for the higher grades consisting principally of brief extracts, containing grand and ennobling thoughts, clothed in beautiful language, calculated to inspire them with higher aspirations in life, to lead them into pure fields of English literature, and to teach them to love and reverence great and good authors.

"The plan of Mr. Peaslee," said a writer in the Cincinnati *Gazette*, "has proved a revolution, and those who have watched the growth of the little ones, relative to the thoughts imparted by the so-called 'Memory Gems,' will agree with us in awarding high praise to the conception."

Of the same work, the Boston *Literary World* declared that, "in preparing the graded selections for memorizing, Superintendent Peaslee has done much to acquaint the public-school children with, and interest them in, the best authors."

Dr. W. A. Mowry, ex-president American Institute of Instruction, and member of the National Council of Education, wrote to the author: "I have just finished reading through, from beginning to end, your little book of selections. It is charming, delightful. I do not see how you succeeded so well in selecting such an admirable list of pieces. But the chief feature is, that they are so wonderfully well *graded*. Anybody can make good selections for

grown people; but it is a different task to make, as you have made, a good list for the *young children.* Your success is complete."

To the above notices may be added the following, from a chapter in the "History of Cincinnati," written by Dr. W. H. Venable, author of "The Teacher's Dream:"

"Dr. Peaslee accomplished a distinguished and important service for the schools in the way of literary stimulation. He introduced books to children and children to books. Authors and publishers owe him a debt of gratitude.

"The beginning of this literary movement dates from the introduction of 'Peaslee's Gems' as a part of the course of education. These Gems are choice passages in prose and verse, to be learned by heart and recited by the pupil as a basis of further literary study. It is claimed that Dr. Peaslee was the first in this country to introduce into the schools a systematic and graded course of such selections from English literature.

"The zealous impulse which led him to devise ways and means of aiding the young people to make a start in reading and loving good books, carried him on to a still more inspiring mode of enlightening the children, and calling forth willing and profitable efforts on their part. It was a happy thought of his to vary the monotory of school-life by occasional celebrations commemorative of the life and services of distinguished authors, statesmen, and others, whose word and example might serve to

stimulate the rising generation to nobler and better conduct. The first celebration of the kind was held on December 17, 1879, the anniversary of the birthday of John Greenleaf Whittier. This was followed, in 1880, by the celebrations of Longfellow, Holmes, Emerson, and others. Commenting on the value of this feature in education, Dr. William T. Harris, the present United States Commissioner of Education, said that 'it was the best thing that had been done for the schools of our country for fifty years.' The innovation proved popular as well as salutary, and was adopted throughout the whole country. In Cincinnati the movement found further development, by Dr. Peaslee's activity, as an adjunct to Arbor-day celebrations.

"On April 27, 1882, under the direction of the superintendent, and as a part of the general civic Memorial-day, the school-children planted 'Authors' Grove,' a plat of ground six acres in extent, in Eden Park. A vast number of beautiful trees, each dedicated to some distinguished writer, were planted; and granite tablets, with the names of the several authors, were afterwards placed near the trees. The visitor to Eden Park will now find 'Authors' Grove' one of the most delightful portions of the place."

Superintendent Peaslee contended that the study of literature should not begin, as was the old custom, with Chaucer, in the high schools, but with our American authors in the district schools; that our children should be taught at an early age the

love of reading good books; that the only effectual way to keep the youth of our country from reading the pernicious dime novel is to *interest* them in good literature and its authors. It is gratifying to know that this great literary movement has revolutionized the public schools of our country in regard to literature, so that to-day the demand for books by the schools, apart from the regular text-books, is so great that a half dozen firms are publishing long lists of such works for school youth, and our great American authors find loving place in millions of youthful minds and hearts that would otherwise know little or nothing of them.

In connection with this literary and moral training, Mr. Peaslee urged upon principals and teachers the importance of adorning the school-rooms with appropriate pictures, especially with the portraits of authors, statesmen, and philanthropists, and at one time he invested, from the proceeds of an entertainment, given by the schools, over seven hundred dollars in purchasing the portraits of Bryant, Longfellow, Holmes, Whittier, Webster, Peabody, and others, for the high and intermediate and district schools.

Recognizing the importance of correct pronunciation, Mr. Peaslee introduced, both in the Cincinnati and in the State Board of Examiners for Teachers, *Orthoepy as a distinct branch of study*, upon which candidates for teachers' certificates are required to be examined. This important innovation has been largely followed by city and county

Boards of Examiners, and, as a gratifying result, there has been a vast improvement in the pronunciation of both teachers and scholars in the Ohio schools. In this connection he advocated the introduction of the diacritical marks into our readers, which has been accomplished.

DEGREES.—In 1863, Dartmouth College conferred upon Mr. Peaslee the degree of Bachelor of Arts, and in 1866, that of Master of Arts; in 1866, Cincinnati College, at his graduation from the Law Department, the degree of Bachelor of Laws; in 1879, the Ohio State University, the degree of Doctor of Philosophy; and in 1869, the University of Turin, Italy, sent Mr. Peaslee a diploma of life-membership of that renowned institution of learning, in recognition of the excellence of the Cincinnati school exhibit at the Paris Exposition of 1878. Of this exhibit, Dr. John D. Philbrick, for twenty-five years superintendent of the Boston (Mass.) public schools, and United States Commissioner of Education to the Vienna, our own Centennial, and the Paris Exposition, said: "No other exhibit of scholars' work equal to that of Cincinnati was ever made in the known world."

On October 18, 1889, the American Forestry Congress planted, near Agricultural Hall in Fairmount Park, Philadelphia, a beautiful oak-tree, and dedicated it to Mr. Peaslee "in recognition of his distinguished services in promoting the cause of popular forestry, and especially in introducing the celebration of Arbor-day by the public schools of Cincin-

nati, and thereafter of the country." (From the resolution passed by the Congress.) The "Peaslee oak" is one of five, planted and dedicated at that meeting.

PUBLICATIONS.—First. A book containing gems of literature for young and old, entitled "Graded Selections for Memorizing, Adapted for Use at Home and in School," published by the American Book Company. Second. A pamphlet of 64 pages, entitled "Trees and Tree-planting, with Exercises and Directions for the Celebration of Arbor-day," published in 1884, by the Ohio State Forestry Association and by the United States Government. Third. An address, "School Celebration of Arbor-day," delivered before the Superintendent's Section of the National Educational Association at Washington, D. C., in 1884, also published by the Government. Fourth. An address, "Moral and Literary Training in Public Schools," delivered before the National Educational Association, at Atlanta, Ga., in 1881. Fifth. An address, "German Instruction in Public Schools, and Its Helpful Influence on Public-school Education," delivered before the National German-American Teachers' Association, at Chicago in 1889, and published by that body. Sixth. A poem, "Now and Then," read at the celebraiion of the eightieth birthday of Mrs. Louisa La Boiteaux, of Mt. Healthy, Ohio, in 1890. Seventh. An address, "History of the Introduction of German Methods in the Public Schools of Ohio," delivered in the German language before

the Ohio German Teachers' Association at Sandusky, in 1895; and twelve Annual Reports of the Cincinnati Public Schools. Besides the above, he has written many articles for educational journals and the public press, and delivered numerous lectures on American authors and literature, and on forestry, etc.

Mr. Peaslee is a director of the University of Cincinnati, a trustee of the Woodward High-school Funds, and member of the Cincinnati Union Board of High Schools; was for two years president of the Ohio State Board of Examiners for Teachers; for nine years trustee of Miami University, Oxford, Ohio; for three, trustee of Wilberforce University, Wilberforce, Ohio; for twenty years a director of the Ohio Humane Society; is life member of the National Council of Education; life member of the National Education Association, and ex-president of one of its departments; an honorary life member of the National German-American Teachers' Association; also, honorary life member of the Ohio German Teachers' Association; is a member of the German Literary Club of Cincinnati; a trustee of the Cincinnati Teachers' Pension Fund; treasurer of the Cincinnati Free German Kindergarten Association; president for six years of the Ohio State Forestry Bureau; a member of the Cincinnati Chamber of Commerce; and in 1890, a delegate from the same to the National Board of Trade; an associate member of E. F. Noyes and R. L. McCook Post, No. 30, G. A. R.; a member of the New England Society of

Cincinnati, and of the Dartmouth Alumni Association, also, of the Zeta Psi Greek Fraternity.

In 1888, and again in 1891, Mr. Peaslee was elected, for the term of three years each, clerk of the courts of Hamilton County, Ohio. In 1895 he was candidate for lieutenant-governor of Ohio, on the ticket with Ex-Governor James E. Campbell, having been unanimously nominated by the Convention of his party.

April 25, 1878, he married Miss Lou Wright, the daughter of Hon. Joseph F. Wright, and great granddaughter, on her mother's side, of General John S. Gano, of the War of 1812, one of the first thirty-three settlers of Cincinnati. On the occasion of his marriage he was presented by his fraters of Hanselmann Commandery, Knights Templar—who attended in a body in full uniform, and formed an "arch of steel," under which the bridal party marched from the carriages to the altar—with one of the most beautiful and elaborate Masonic jewels ever manufactured in America.

Mrs. Peaslee died July 18, 1894, and was buried in beautiful Spring Grove. She was a charming character, a lady of refinement and culture, one of the most popular women in Cincinnati. She was associate commissioner of the Centennial Exposition of Cincinnati in 1888. Mrs. Peaslee was one of the organizers and a director for years of the English Free Kindergarten Association; and while she was deeply interested in humane work, she was, at the same time, a patron of literature, art, and music.

From a Painting by Miss Ada S. Peasley

KENOZA LAKE

Kenoza! o'er no sweeter lake
  Shall morning break or noon-cloud sail,—
No fairer face than thine shall take
  The sunset's golden veil."—WHITTIER

Moral and Literary Training in Public Schools

EXTRACTS FROM AN ADDRESS DELIVERED BEFORE THE OHIO STATE TEACHERS' ASSOCIATION IN 1880, AND FROM A TALK BEFORE THE AMERICAN HUMANE ASSOCIATION, AT ST. LOUIS, IN 1884.

MORAL AND LITERARY TRAINING IN PUBLIC SCHOOLS

"Live up to the best that is in you; live noble lives, as you all may, in whatever condition you may find yourselves, so that your epitaph may be that of Euripides: 'This monument does not make thee famous, O Euripides! but thou makest this monument famous.'"—Extract of Letter from Longfellow, written on the occasion of the Celebration of the Poet's Seventy-third Birthday by the Public Schools of Cincinnati. (See letter.)

I SHALL not discuss the methods by which English literature is now taught in our high schools and colleges, as the literary work which I shall advocate in this paper will not interfere in the least with that which these institutions are endeavoring to accomplish, but will be additional and supplementary to their noble work. That my position may not be misunderstood, I desire to say in the outset that I am decidedly in favor of retaining the systematic study of English literature as a *distinct branch* in these institutions; and instead of substituting anything for this work, as some erroneously suppose, I would give much more of it. In my opinion, however, high-school courses of study in English literature *should begin with the authors of to-day* (American),

and go back to Chaucer, instead of beginning with Chaucer and coming down to the present time; and, moreover, the systematic study of literature should be begun in the first year of the high school instead of in the third, as is now almost universally the case in this country; indeed, I think it should find place in the programs of the grammar schools.

MISTAKES IN TEACHING

Before entering fully upon my subject, I desire to call the attention of educators to some of the mistakes that must be corrected before the public schools of the country can reach the highest standard of excellence in literary and moral training.

One of these mistakes consists in giving a disproportionate amount of time to the subject of arithmetic. Arithmetic has been, and ever must be, one of the fundamental branches of a common-school curriculum. I yield to no man in my estimate of the importance of the subject, both in regard to what is usually considered its practical bearing upon the business affairs of life, and its excellence as a means of mental discipline. Nor am I among those who would cut down the course of study in arithmetic to a few subjects; to those only that are generally considered absolutely necessary for all to know; to that only which is so-called practical. — *Practical:* there is a higher

practical than the mere use that some of us may make of it in adding up our grocer's bills, or, perchance, in calculating discount and interest. The mental discipline, the strengthening of the mind, the intellectual power that the scholar obtains by the study of this subject, are the real practical, the higher practical. It will never do to confine our courses of study in mathematics to that only which popular opinion considers practical. I object not, therefore, that there is too much ground covered in the arithmetic, or that it is too well taught, but that there is *too much time* given to it.[5]

You will remember that President Andrews, of Marietta, Ohio, who is known to be very careful and accurate in his statements, said, in an article published in the Ohio Educational Monthly some four years ago, that statistics show that sixty-two per cent of the entire time of the public schools of Ohio, outside of the cities and large towns, is given to the subject of arithmetic alone. Speaking on this subject to me a short time ago, Dr. Andrews said, that although there had been an improvement in this regard since he wrote the article, still more than one-half of the school-time is devoted to arithmetic in our State. Think of it: more time, in this year 1880, is devoted to this one branch of study than to writing, spelling, geography, and grammar; none to literature and composition! Let the teachers of these schools cut down the time

given to this subject, to a period within the bounds of reason, and introduce composition, letter-writing, and business forms. Let them stop working mathematical puzzles, which are about as profitable as the famous fifteen puzzle, and turn their attention to reading, to improving themselves in literature, to acquainting themselves with the lives and writings of great authors, and let them take the results of this work into their school-rooms, and they will revolutionize the country schools of Ohio.

In our city schools, less time, to be sure, is given in the programs; still, taking into consideration the amount of home work required of the pupils, and the *extra* time taken to "bring up" the arithmetic, it is entirely too much. A half hour per day in the lower grades, and forty minutes in the upper, are amply sufficient. But the teachers have been made to feel that high per cents in arithmetic are the *sine-qua-non* of their success; hence, driving and cramming for per cents largely take the place of judicious teachings, to the great detriment of the pupils.

Fellow-teachers, let us use all our influence against this cramming, stultifying process, this driving for per cents, and learn to teach according to the natural, the objective, the developing method. Inspire pupils with higher and nobler aspirations than are to be found in monthly averages, and let the measure of time devoted to each subject, and

the methods employed in teaching the same, be determined, not by the question, How shall we obtain the highest per cents? but by what will best benefit our pupils in after life. This done, and there will be not only better instruction in all the branches, but much more prominence will be given to language, to composition and literature, and our youth will grow up under such tuition, to be more intelligent, useful, and influential citizens.

Another mistake, and one that has a more direct bearing on my subject, as it affects the tastes of pupils for reading, is the pernicious method of teaching history usually pursued. I refer to the stultifying process of compelling children to commit to memory text-books on this subject. No historian, as no mineralogist or chemist, was ever made by committing text-books to memory. History can not be taught successfully by the *memoriter* plan. It destroys the life of the subject. It disgusts the pupils, and gives them a dislike for historical reading. As the pupils take no interest in the subject, it is soon forgotten, and there remains only the bitter recollection of tiresome hours devoted to what, if properly taught, brings profit and pleasure. As one of the principal objects of this paper is to show how to interest youth in good reading, I will briefly explain, not only how history can be made intensely interesting and exceedingly instructive to pupils, but how a love

of historical research can be implanted in them that will remain with them through life, and very largely influence their subsequent reading. First, all written percented examinations in this subject should be abolished. What is said in the text-book should be read by the pupils under the direction of the teacher. The teacher should see that they thoroughly understand what they read, and at each lesson should question them in brief review of the previous lesson; should read, or cause to be read, parts of other histories, or reference books (encyclopædias, gazetteers, etc.), that bear upon the subject of the lesson; should also give out questions, the answers to which the pupils are to find for themselves; and should encourage them to relate anecdotes and short stories from history, and to give sketches of noted events to their classmates.

But history should be taught principally by biography. Biography is the soul of history. The life of a great personage, as of Cromwell, Napoleon, or Washington, contains nearly everything of importance in the history of the time and country in which he lived. Nothing is more entertaining to the young than the lives of the great men and women who have borne a prominent part in the world. I am not advocating a new theory. This method has been tried for two years in Cincinnati, and, in one school alone, more than five hundred historical and biographical sketches were

read within the past year, and in one class, sixty-four biographical sketches were given by the pupils to their classmates, and the constant allusions to other lives than those under actual discussion led to a wide field of further research. In a class in United States history, I would not confine the biographical work to our own country, but would encourage the children to read and recite sketches of noted persons of other countries and of different ages. If the method briefly indicated above be pursued, the class will become enthusiastic in the subject of history, and will gain a vast amount of valuable information of which they would otherwise remain in ignorance; but, above all, they will form the habit of reading historical works, and this will remain with them through life. In teaching geography a similar plan should be pursued. Gazetteers and encyclopædias should be consulted, and books of travel should be read by the pupils.

Another mistake consists in giving too much time in the reading lesson to mere *imitative* reading, and not enough to logical analysis and practice in ascertaining the meaning of the words and sentences. Children should be impressed with the fact, that the principal object of reading is to obtain the ideas and thoughts of others, and, therefore, they should early accustom themselves to discover the meaning of what they read, that no word, no sentence may be passed over without

being understood. The dictionary should be the constant companion of the pupil of grammar and high schools. Would you neglect the elocutionary side of the subject? I am asked. By no means. No one places a higher value on elocution, on the beautiful rendering of the reading lesson, than I do; but I insist that it is the duty of the teacher to see that the passage is thoroughly understood by the pupils before she attempts to drill them in the elocution.

GEMS OF LITERATURE

Morality—if under this head may be placed honesty, patriotism, and good-will to men—ought ever to come within the scope of school work; for morality, in this sense, is the dearest element of the good citizen, and the good citizen is the prime object of education. Our country has less lack of intelligence than of public honesty and private fair dealing; less lack of knowledge than of inclination toward a noble life,—which facts show that something in the present order of society is either fundamentally wrong or deplorably weak. But where shall we seek a remedy? When and how begin to mend? The subject of moral progress does not belong solely to the religious world. It is not altogether a matter of religion—it is a matter of that good sense, that idea of public utility, which considers the welfare of the imme-

diate present, and looks with a benevolent eye to an improved manhood in the future.

We can not serve the future of this world in a better way than in taking care of the present of the children. It is in our power greatly to elevate the world in morals. We can do this by introducing into our educational system a factor whose object shall be to give the proper direction to the child's thoughts—to implant in his mind correct conceptions of the world, and his place in it—true ideas of his duty to his neighbor and his country, and of his relations to the inferior world around him. "As a man thinketh, so is he." Children should be led to think properly, that they may be enabled to act justly and generously. And it would be far safer, both for them and the community, if their acts were directed by fixed principles rather than by sudden and untrustworthy impulses. Now, as it is undeniable that to many the age of maturity does not bring with it those established ideas of right and wrong—those healthy conceptions which characterize the model citizen—I, for one, feel the necessity for a new feature in education, whose object shall be advancement in a moral way. I consider it our duty to attempt what I have here indicated. We owe it to the pupils as being our fellow-creatures; to the State, as being essential to that good citizenship which is the first object of free education.

The question is as to the method. My idea, as many of you know, is to make use of the gems of literature.

The literature of the world embodies a universal moral creed. In its fullness, here and there, may be found the holy teachings of the Bible, in language pleasing to the ear of youth, and in form adapted to his understanding.

A judicious selection of noble passages, though it may not be able to do all we could wish in a moral way, can certainly do much to raise men to a high moral, political, and social plane. It may not make men prayerful, but it can make them respectful and respectable. It may not give them the wisdom of statesmen, but it can make them intelligent voters and fervent patriots. It may not fit them for a future life, but it can do much towards making this one pleasant to themselves and for their fellow-men. It can put a light into their hearts that will illumine many of earth's darkest places.

Gems of literature introduced into the schools, if properly taught, will do this, partly by their own directive influence on the young mind, but principally as being such a draft upon the fountain of higher literature as shall result in an abiding thirst for noble reading. The right kind of reading will induce the right kind of thinking, and proper thinking will insure correct conduct.

What harmony their introduction into our schools assures us! The religious world can not object to it, for all such teaching runs in parallel lines with that of the Bible; indeed, some of the selections should be taken from the Bible. The secular world will get from it nothing it can possibly object to. At the shrine of noble thoughts, the devotees of all creeds may bow as brothers. Let the public schools be the instrument of forming this common love for the noble and beautiful, and who will but acknowledge they have performed a work of greatest utility to man, and added many fold to their present value as factors in human progress?

Too often the boy's education has been no broader than his business expectations; his happiness as a man, and his worth as a citizen, have not been taken into account. The principles are too narrow for an age that is looking for good men as well as for good accountants and grammarians. They are unnecessarily narrow; they leave, as it were, broad fields of fertile soil untilled; and this soil must be tilled to bear fruit. For example, a man can not understand what it is to be a patriot in the highest sense of the word until he has been led to understand and value patriotism. But on abstract or grand subjects, like patriotism, there is an unwillingness or incapacity in most minds to think. Such minds must be enlarged before pa-

triotism can be anything to them but a barren name. But may not patriotic passages, under a wise teacher, promote the necessary growth? For who, even among the educated, has not felt a tinge of shame at the dullness of his own patriotism on reading Grimke's beautiful lines, beginning—

> "We can not honor our country with too deep a reverence. We can not love her with an affection too pure and fervent. We can not serve her with an energy of purpose or a faithfulness of zeal too steadfast and ardent."

Or Scott's, beginning:

> "Breathes there a man with soul so dead
> Who never to himself hath said,
> 'This is my own, my native land!'"

Or Webster's "Liberty and Union."

The practice, therefore, of memorizing the choice thoughts of our best writers should be made a prominent feature of school work. Oliver Wendell Holmes says, "There is no place which an author's thoughts can nestle in so securely as the memory of a school-boy or a school-girl." It is, also, in accord with the advice of Arthur Helps, who says: "We should lay up in our minds a store of goodly thoughts, in well-wrought words, which shall be a living treasure of knowledge always with us, and from which, at various times and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy."

The idea of its introduction is not new in the history of education. In a similar manner the Germans have long been in the habit of training their children in the knowledge and admiration of the literature of their own land. The Arabs, the most civilized nation of the medieval world, taught their young to repeat the undying thoughts of their poets, under the beautiful name of unstrung pearls. Plato pictures the boys on long benches, in the schools of Greece, receiving moral instruction through hearing and reciting the poetry of her classic authors.

For the greater part, the selections for the younger children should consist of entire poems, and of such as are calculated to develop their emotional natures—the imagination, love of home and parents, kindness to dumb animals, etc.—and to give them correct rules of action. Those for the more advanced pupils should consist principally of brief extracts, containing grand and ennobling thoughts, calculated to incite them to higher aspirations in life, to lead them into rich fields of English literature, and to teach them to love and reverence great authors. In the selection of gems, especially for the younger children, poetry has the preference; for it inculcates a double beauty—beauty as thought and beauty as composition. It is more easily committed to memory, and, as a rule, longer retained. "The taste for harmony, the

poetical ear," says Miss Aiken, "if ever acquired, is so almost in infancy. The flow of numbers easily impresses itself upon the memory, and is with difficulty erased. By the aid of verse, a store of beautiful imagery and glowing sentiment may be gathered up as the amusement of childhood, which, in riper years, may beguile the heavy hours of languor, solitude, and sorrow; may enforce sentiments of piety, humility, and tenderness; may soothe the soul to calmness, rouse it to honorable exertion, or fire it with virtuous indignation."

"They who have known what it is," remarks Willmot in "Pleasures, Objects, and Advantages of Literature," "when afar from books, in solitude or in traveling, or in intervals of worldly care, to feed on poetical recollections, to recall the sentiments and images which retain by association the charm that early years once gave them, will feel the inestimable value of committing to memory, in the prime of its power, what it will receive and indelibly retain. He who has drunk from the pure springs of intellect in his youth, will continue to draw from them in the heat, the burden, and the decline of the day. The corrupted streams of popular entertainment flow by him unregarded."

The great Coleridge says: "Poetry has been to me 'an exceeding great reward.' It has soothed my afflictions; it has multiplied and refined my enjoyments; it has endeared my solitude; and it has

given me the habit of wishing to discover the good and beautiful in all that meets and surrounds me."

HOW TO TEACH GEMS OF LITERATURE

At least fifteen minutes per day should be given to this literary work in all the district, grammar, and high schools throughout the country.

In Cincinnati a part of this time is taken from that assigned to morning exercises, and a part from Friday afternoon. However, this is left to the discretion of the teacher.

I recommend eight lines as a fair amount for each week's work. At this rate the pupils, in passing through the district and grammar schools, would commit 2,560 lines, and in passing through the district, grammar, and high schools, 3,840 lines, which is equivalent to 128 pages of one of our Fifth Readers. Who is there who would not be glad to have his mind enriched by 3,540 lines of the gems of literature? Who would not be the better by having such a treasure of the purest, most beautiful and elevating thoughts of our American and English authors stored up in the memory?

But important as it is, it is not enough that the selections be simply memorized. Each one of them should be made the subject of lessons given by the teachers.

For example, suppose the teacher should select

for the pupils to memorize the following beautiful extract from Whittier's "Snow Bound:"[6]

> "Alas for him who never sees
> The stars shine through his cypress trees!
> Who hopeless lays his dead away,
> Nor looks to see the breaking day
> Across the mournful marbles play!
> Who hath not learned in hours of faith
> The truth, to flesh and sense unknown,
> That Life is ever lord of Death,
> And Love can never lose its own!"

The teacher should give a talk on the immortality of the soul, on the fond anticipation of meeting our dear ones beyond the grave; should speak of the beauties of "Snow Bound," the greatest American idyl, and give the connection in which these lines occur; should bring out the meaning of "the stars shine through his cypress trees" and of every other figurative expression; in brief, should see that the pupils understand every word and phrase; that they give the substance of the passage in their own language, and make the proper application of the same, before requiring them to commit to memory. But, above all, he should endeavor to imbue their minds with the *spirit of the extract.* At least one lesson should be given on the beautiful life and character of the poet.

Again, suppose a series of lessons are to be given to the pupils of one of the higher grades, on the importance of protecting insect-destroying birds—

and lessons on this subject should be given in every schoolhouse in the land—how could the instruction be more impressively imparted than by telling the story of the "Birds of Killingworth" by Longfellow, and drawing from it the lesson intended to be conveyed by the author, and then fixing that lesson in the minds of the pupils by having them memorize, after thorough preparation, the following lines of the preceptor:

"Do you ne'er think what wondrous beings these?
  Do you ne'er think who made them, and who taught
The dialect they speak, whose melodies
  Alone are the interpreters of thought?
Whose household words are songs in many keys
  Sweeter than instrument of man e'er caught?
Whose habitations in the treetops even
Are half-way houses on the road to heaven!

Think every morning when the sun peeps through
  The dim, leaf-latticed windows of the grove,
How jubilant the happy birds renew
  Their old melodious madrigals of love!
And when you think of this, remember, too,
  'T is always morning somewhere, and above
The awakening continents, from shore to shore,
Somewhere the birds are singing evermore."

Yes, in this beautiful world that God has made,

"'T is always morning somewhere, and above
The awakening continents, from shore to shore,
Somewhere the birds are singing evermore."

What an opportunity is given in this work for our teachers to impart moral and literary instruc-

tion; to cultivate the emotional nature of children, to inspire in them a love of the noble, the good, and the pure! Such instruction must bear beautiful fruit.

After the selections have been thoroughly memorized, the attention of the teacher should be given to the elocution—to the beautiful rendering of the same. This can be done well by concert drill. The concert should be supplemented by individual recitation, at the time set apart for declamation. If, however, for want of time, any part of the work indicated above is to be neglected, it should be the individual recitation; for declamation is secondary to the committal to memory of literary gems. The name of the author—I require the full name—should be given at the close of each reading or recitation, in order to associate it with the selection.

In connection with this work, sketches of the lives and writings of the best and most worthy authors should be given, at least to all the pupils above the fifth year of school, and they should be encouraged to find out for themselves interesting facts concerning authors and their writings, and to give sketches of the same to their classmates, as I have already recommended in connection with the lessons on history. Here I recommend that the teacher, or a pupil under the advice of the teacher, read the entire piece, when appropriate, from which the extract is taken, or some other selection from

the same author, as "Birds of Killingworth," by Longfellow; "Snow Bound," by Whittier; one of "Timothy Titcomb's Letters," by J. G. Holland; a story from Hawthorne's "Wonder Book," etc.

TEACHERS SHOULD FAMILIARIZE THEMSELVES WITH BOOKS

Moreover, teachers should familiarize themselves with books adapted to the mental development of their pupils, and bring such books to school when possible, and talk about them, and have the children read selections from them. A little time—say a half-hour per week—could with advantage be set apart for this work in grammar and high schools. In the normal school much more time than this should be given to acquainting the students, who are themselves to become teachers, with the titles and contents of good books adapted to young readers; indeed, this important work should be made a prominent feature in the programs of the normal schools of our country.

AUTHOR-DAY CELEBRATIONS

In connection with moral and literary training in public schools, and as an important part of the same, I urge the celebrations of the lives and writings of distinguished and worthy authors.

These celebrations may consist of compositions on the life of the writer, of individual and con-

cert recitation of gems, of declamation, instrumental music, of singing, and of appropriate talks by teachers and friends of the schools.

Author-day celebrations interest the pupils in the writers and their works as nothing else can. They educate the whole community. The celebration of the birthdays of Whittier and Longfellow, and of the Cary sisters, has caused an increased demand for their books, not only in Hamilton county, but in other and distant parts of the country; and every good book that goes into a family is a moral and educational force. I repeat, every good book that goes into a family is a moral and educational force. It has not only multiplied the number of their readers, but that of many other great authors in American and English literature.

Longfellow and Whittier, names comparatively unknown to the children of Cincinnati two years ago (1878), are now as familiar to them as those of their own playmates. Hereafter they will be looked upon by the youth of that city, not only as great and noble writers, but as dear old friends, whom they fondly love. To me, this attachment of the children to those great and pure men is a touching and pleasing result of the celebrations.

These celebrations, from year to year, should include, not only poets and prose writers, but also great statesmen, inventors, and others.

"The poets who in song translate
  Emotions they alone have read;
The patriots stern who challenge fate,
  And walk with more than mailéd tread;
The sages who the truth distill,—
Let these the child love if he will."
—JOSEPH W. MILLER.

But we should celebrate those only who have led pure and noble lives, whose moral character and private worth will call forth the admiration of the children, and set them examples worthy of imitation.

HOW TO PREPARE FOR A CELEBRATION

I receive so many letters making inquiry regarding Author-day celebrations—manner of preparation, time given—that I have concluded to make a plain statement on the subject at this time.

A number of weeks previous to a celebration, I make selections, from the author whose birthday is to be celebrated, of gem-thoughts, to be memorized by all the pupils in the grades taking part, and issue instructions to the principals of the several schools to devote the *regular* time—fifteen minutes per day—given in the course of study to gem-learning, to teaching these or other appropriate selections that they may make from the same author. No extra time, therefore, is taken by the pupils for this part of the work; for they memorize selections from the special author instead of

those from miscellaneous authors. The compositions by the pupils, which are usually based upon talks given by the superintendent of schools, to all the pupils, on the life and writings of the author, are written during the regular time set apart for compositions in the school programs; the declamations (individual recitations) are learned outside of school-hours; the songs are prepared during the regular bells for singing. It should be added here that, as a further preparation, the teachers and pupils usually decorate the blackboards with mottoes, and with "memory gems" from the author, in ornamental letters and in beautiful settings; also, with colored crayon sketches, etc., and frequently the walls of the school-rooms, with the portraits of the author and other pictures. This is apart from the temporary decorations by flags, flowers, etc., for the occasion. In this connection, let me say, that but two general celebrations of authors' birthdays are held each year. In addition, however, the schools celebrate Christmas, Washington's Birthday, and "Arbor-day," the preparations for which are made in a similar manner.

Exclusive of "Arbor-day," the greatest amount of time devoted to celebrations is four afternoons, or, including the recesses, ten hours per year, and except on these afternoons there is no interference with the regular recitations.

Do the little children in the primary grades take part? I am asked. Yes, usually, all from the first year of the school through the high school. Of course, some of the celebrations, as those of the first settlement of Ohio, and of the birthday of Ralph Waldo Emerson, are confined to the normal and high schools; but all the schools take part in celebrations like that, for example, of Dr. Holmes, which will take place in December next, and for which preparations are now being made. Indeed, Mr. President, the reason why I was not in attendance upon this Convention yesterday was because I was engaged, and had been so for over two weeks, in giving talks on Dr. Holmes and his writings, to teachers and pupils of the Cincinnati schools. Of course, we do not expect the little folks in the primary grades to understand Dr. Holmes's writings; but we do expect to impress upon their young minds that Dr. Holmes is a great and good man, who has written beautiful thoughts that they should read when they grow up. In fact, the little ones take great interest in the celebrations, and receive impressions which I doubt not will be lifelasting. Yes, thousands of the pupils may forget every exercise of "Holmes Day;" but the fact that they celebrated the day, and the impression of Dr. Holmes, made by the celebration upon their young minds, will never be effaced, but will remain a pleasing and happy remembrance.

DECLAMATION AND SCHOOL EXHIBITIONS

You are aware that years ago it was the almost universal custom for teachers to set apart Friday afternoon for declamation. But the exercise in declamation differed widely from reciting gems of thought, which latter I advocate. Then the pupils were permitted to commit to memory whatever *they* thought best. The result was that, in a majority of cases, the selections contained no literary or other merit. They were made from a desire on the part of the pupil to have something "new," or to create a laugh. The time spent in committing such pieces was, in my opinion, worse than wasted; for there was nothing in them worth remembering. Their effect was to vitiate the taste of the pupils for good literature, rather than to give them a love of it. Declamation, a subject which has been sadly neglected in public schools of late years, is a valuable exercise. Its tendency is to give pupils confidence in themselves, to make them more self-possessed, and, above all, to make them better readers. These worthy objects can be accomplished better by reciting "gems" than by declaiming long pieces, as was formerly the custom; for every member, even of an entire class, can recite a short extract within the time of an ordinary recitation, and each learn from hearing the others declaim the same selection.

An entire piece, now and then, is to be recommended.

In this connection, I desire to speak of school exhibitions, and to condemn those in which girls are permitted to dress in ridiculous costumes, and recite gossip and other trash in dialogues; and in which boys are allowed to play the drunkard or the buffoon upon the school platform. The school is no place for such exercises. I have ever looked on them as degrading in their tendencies. Certainly no one will say that they are elevating. Children can not imitate anything beneath them without becoming the worse for it. When a lad of twelve years, I belonged to a debating club, and on one occasion the club gave an entertainment in "the old town hall" for the purpose of raising money with which to purchase new books for the library. One of the numbers upon the program was a pantomime, in which one of the older boys played the part of a monkey, and he acted the part so well and naturally that the younger children of the audience thought that there was a real monkey upon the stage. I was delighted. The next morning, at the breakfast-table, I said: "Father, you ought to have seen Tom play the monkey last night. He did it splendidly. You would have thought that he was a real monkey." My father looked at me steadily from across the table for a moment, and then, in a deliberate and serious tone

of voice, replied: "John, do you think it any credit to Tom to play the part of a monkey well?" and, pausing again, he added, "My son, never imitate anything beneath you." That was one of the most important lessons I ever received, and that lesson will go with me to the grave. "Never imitate anything beneath you." O that I could stamp that sentence of my revered father upon the heart of every school-boy and school-girl in the land! Only a few months ago a father, residing outside of Cincinnati, appealed to me for advice in regard to what he should do in the case of his boy, who had been suspended from school by the principal because he would not consent to take a low comic part in a dialogue at the school exhibition. I said to him: "Stand by your boy; he is in the right. It is time that teachers who have no more judgment or refinement of character than to compel—aye, even to permit—their pupils to play the buffoon or the drunkard, upon the school platform, were out of the school system of this country. They are not the proper persons to have charge of the education of the young."

Do not misunderstand me. I do not condemn exhibitions properly conducted; on the other hand, I believe them to be productive of great good. Speaking from the platform, especially before large audiences, is an excellent practice. It gives the pupils that training and that confidence in them-

selves that will enable many of them in after years to stand before public bodies and express their own views. It also makes them better readers, and not infrequently arouses the ambition of boys to make something of themselves when every other school exercise had failed to do so. But all these and other good results can be obtained better through elevating and refining exercises than through the low, comic performances which have no literary or other merit, but which are placed upon the program to create laughter and clamor in the audience. The sooner school superintendents, principals, and teachers appreciate the importance of teaching their pupils to memorize *only what is worth remembering*, that which is enobling in its character, that which tends to develop a love of the good and pure in literature, to the end that they may grow up into a worthy manhood and womanhood, the better it will be for their pupils in after life.

The sentiments expressed in this article have been given by me again and again in talks to teachers and pupils of the schools, and it gives me unusual pleasure to bear testimony to the remarkable improvement, I may almost say revolution, that has been made in the character of the school entertainments. Reciting trash and acting the clown at school entertainments have been abolished in the Cincinnati schools, and I hope forever.

Before leaving this subject let me say that the custom, adopted in some of the high schools of the country, of having the scholars of the upper grades of these schools organize debating clubs among themselves, is a commendable one and should be encouraged. Of course, the principal of the school, or teacher, should be present at the meetings to see that order and decorum are maintained, and to advise and direct, when necessary. Hon. Charles Sumner was once asked, in the lobby of the Senate of the United States, how he accounted for the fact that so many members of Congress were born in New England. There were at the time, if I remember aright, thirty-six who were natives of Vermont alone. "Is it, Senator," asked the questioner, "because of her great colleges and universities?" "I think not," replied Mr. Sumner, and added, "It is due to her debating societies."

CHILDREN ARE INTERESTED IN GEM LEARNING

I have never known anything in school work that interested the children more than this. The interest is not confined to the upper grades, but pervades all classes, from the first year of school through the high school.

Children love to commit to memory beautiful selections, and recite them at home and at school.

They love to learn of the lives and writings of good authors, and to talk about them to their fathers and mothers.

Remarks of a Nonagenarian

Here, I desire to call your attention to the remarks of Mrs. Elizabeth Gale, of Mt. Healthy, O., as they present the subject of memorizing selections in another light.

Mrs. Gale is the aunt of J. G. Holland. "Dear old aunt!" writes Dr. Holland. "She is the only living link that binds me to the last generation." Mrs. Gale, though ninety-two years of age on the 17th of last December, 1879—Whittier's birthday—is bright and intelligent.

It was one of the happiest moments of my life when that dear old lady, then in her ninety-third year, holding in her hand a pamphlet of selections I had sent her, said to me: "Mr. Peaslee, you don't know how much good you are doing by introducing these selections into the schools. You don't know how the children, when they are old, will appreciate them. What a source of consolation they will then be to them! How they will love to say them over and over again! Why," said she, "thinking over and repeating the little poems I learned in childhood is one of the greatest comforts left me now."

She then recited a number of selections.

Among them was one entitled, "To My Watch," which she learned at home when a child only four years of age. I wrote the piece from her dictation, and had it printed, with the change, suggested by Dr. Holland, of a single word, the word "arrows" to errors:

TO MY WATCH

Little monitor, by thee
Let me learn what I should be;
I 'll learn the round of life to fill,
Useful and progressive still.

Thou canst gentle hints impart
How to regulate the heart;
When I wind thee up at night,
Mark each fault and set it right;
Let me search my bosom, too,
And my daily thoughts review.

I 'll mark the movements of my mind,
Nor be easy when I find
Latent errors rise to view,
Till all be regular and true.

This incident needs no comment from me. It tells, stronger than any words of my own, how wonderfully the memory retains little pieces committed to its precious care in early childhood.

Yes, these beautiful selections will be remembered, and will influence our children for good, when the technicalities of their grammar, the abstrusities of their arithmetic, and the obscure locations of their geographies, are forgotten.

DIME-NOVEL READING

Among the greatest powers for evil are the low and degrading writings that our boys and girls read. Even educators, I fear, are not fully aroused to the terrible influence this reading is exerting upon the lives and character of the young.

In a lecture on "Fiction," before a Boston audience, the late James T. Fields said that he had visited the Pomeroy boy in prison, and asked him if he ever read much. "Yes," replied the boy, "I have read a great deal." "Well, what have you read?" "Principally dime novels." "What novel did you like best?" The boy mentioned a flashy fiction, "full of murders and pictures of murders." Doubtless this boy is by nature depraved; but the immediate cause of his committing his horrible acts of cruelty was the reading in which he indulged. Not long ago a number of lads from wealthy and refined families of New York City, through the degrading influence of dime-novel reading, organized themselves into a band of burglars. Only recently two youths murdered an old gentleman in Ohio, from the same cause. How frequently we read in the daily papers of boys running away from home, with cards, revolvers, and dime novels in their pockets! Yet, compared to the vast numbers of our youth who are demoralized by pernicious reading, the cases

that are reported in public print are the exceptions. The influence of this reading is seen in the slang language in which youth indulge, in their disrespect for parental authority, in their treatment of the aged, in the wrong ideas of life which they entertain, and in a general spirit of insubordination.

Let us look at the circumstances in which our youth are placed in regard to literature. At the homes of a large part of them there is scarcely a book, except the text-books of the children themselves. At the homes of a majority of those remaining, may be found a few books upon the parlor table, which are usually considered by the parents as too nice for the children to read. It is safe to say that very few indeed of our youth have access to a good home library. That child who is trained at home to a love of reading good books, is the exception. Is it any wonder, then, that the young yield to the temptations to read the worst kind of story papers and novels, which are everywhere thrown around them?

In addition to other enticements, we find, near all the large school-houses of our cities, shops which keep, besides pens, pencils, and school-books, a large assortment of trashy story papers and novels. What a comment on the public schools! The venders of these papers place those having pictures of murders and Indian outrages, etc., in the windows.

The children, attracted by these pictures, get the papers and read the stories. They soon become intensely interested in the stories and in the slang language in which they are written. The boys and girls buy novels of the same or of a worse tendency, for from five to ten cents. These are purchased and devoured, and thus by degrees is formed the habit of reading this pernicious class of writings.

The children are not to blame. There is nothing in their home surroundings to counteract these evil tendencies. The schools have been standing by, saying, "Don't touch, don't touch," but doing little or nothing to interest the pupils in good reading.

In general, the above is a true picture of the schools of Cincinnati a few years ago; but of late years, through this literary and moral training and through our method of teaching history, there has been a decided change for the better. Every school in our city has felt the beneficial effects of this literary and moral work. I have been informed by teacher after teacher in the intermediate (grammar) schools that, while formerly they were frequently troubled by pupils bringing dime novels to school, they have not known a single instance of the kind since systematic instruction in gem-learning and the celebration of authors' birthdays were introduced into the schools.

THE IMPORTANCE OF READING GOOD BOOKS

Apart from the mere rudiments of an education, what our children are reading is of far more importance than what studies they are pursuing in school. In my opinion, a boy who leaves at the end of a common-school course with a love of reading good books is better prepared for a life of honor and usefulness than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading is better equipped for the duties of life than the graduate of the best college or university in the country, without such taste. The self-made men who have figured high in state and national councils have, with few exceptions, been men of extensive and judicious reading. In general, those who exert the greatest influence on the communities in which they live are the readers of good literature. "From the hour of the invention of printing," says the essayist Whipple, "books, and not kings, were to rule in the world. Weapons forged in the mind, keen-edged, and brighter than a sunbeam, were to supplant the sword and the battle-ax. Books! lighthouses built on the sea of time! Books! by whose sorcery the whole pageantry of the world's history moves in solemn procession before our eyes. From their pages great souls look down in all their gran-

deur, undimmed by the faults and follies of earthly existence, consecrated by time."

Knowing from experience, as I do, that it is in the power of the schools to control almost entirely the reading of the pupils and to implant in them correct literary tastes, I appeal to boards of education, to superintendents and teachers, to take immediate and decisive steps to make this literary training in all the grades a prominent feature of school work; as the only effectual way to keep the youth of our country from reading the worse than worthless dime novel is to *interest them* in the writings of good authors, and, once interested in the good, they will not touch the bad. They will feel themselves above such reading. They will take a just pride in the fact that they read good authors, and will disdain to read the low and degrading writings of the day. And this must be done, if at all, by the schools.

NEATNESS AND BEAUTY OF WRITTEN EXERCISES

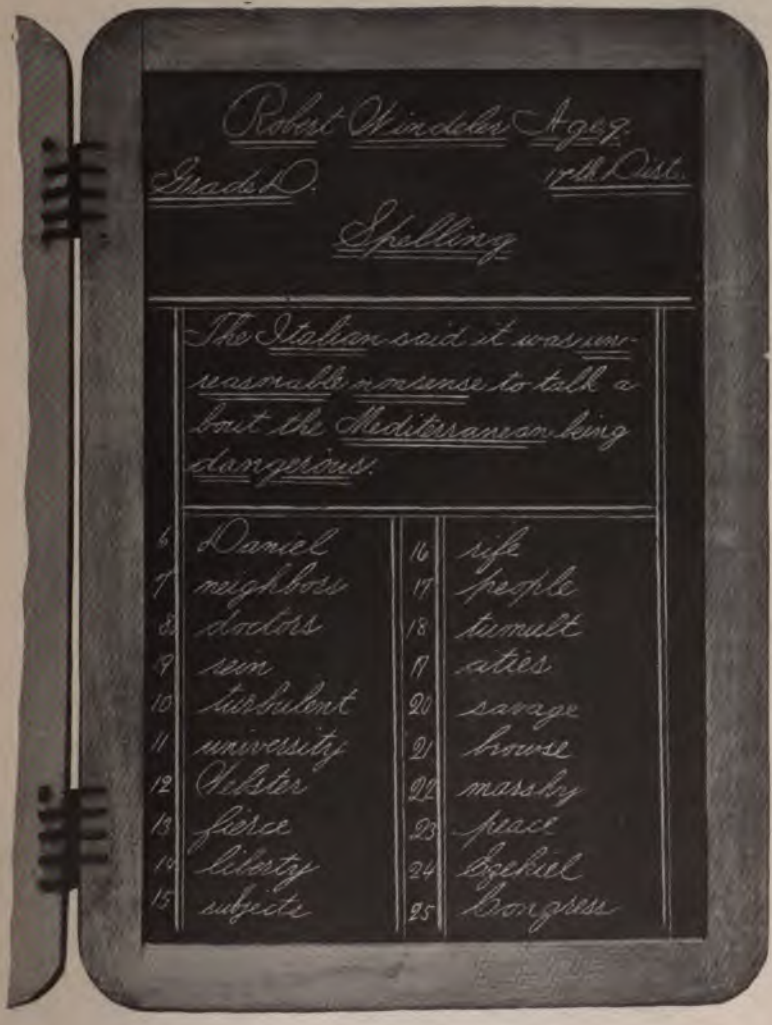
During my superintendency of the Cincinnati Public schools, I have endeavored not only to secure, as far as possible, cleanliness on the part of the pupils, but also neatness and beauty of execution of all work done by them on slates or paper, and to insure the best results, introduced, on entering upon my duties as superintendent in 1874,

systematic and attractive forms,[1] *to be ruled by the pupils for all their written work,*—one form for problems, another for spelling, etc. (See Forms.)

On my visits of inspection to the schools, and I endeavor to spend the greater part of my time in them—four days and a half of each week, as a rule—I never enter a room of pupils in any one of the five lower grades without, in some way, calling the attention of the children to the importance of personal cleanliness, and without noticing the condition in which they keep their slates, pencils, desks, etc., and also the transcription of their written work on slates and paper; and, to encourage cleanliness and beauty of delineation on the part of the children, I frequently write on slate or paper, as the case may be, the words "Good," "Very Good," or "Excellent," together with my initials.

The children take great pride in showing the neatness and beauty of execution of their written lessons upon slates, and the cleanness of the slates. Many of them take pains to scrub their slate-frames at home *daily*—all are expected to do this twice a week—and to keep their sponges, driers, pencils, and rulers always on hand and in order.

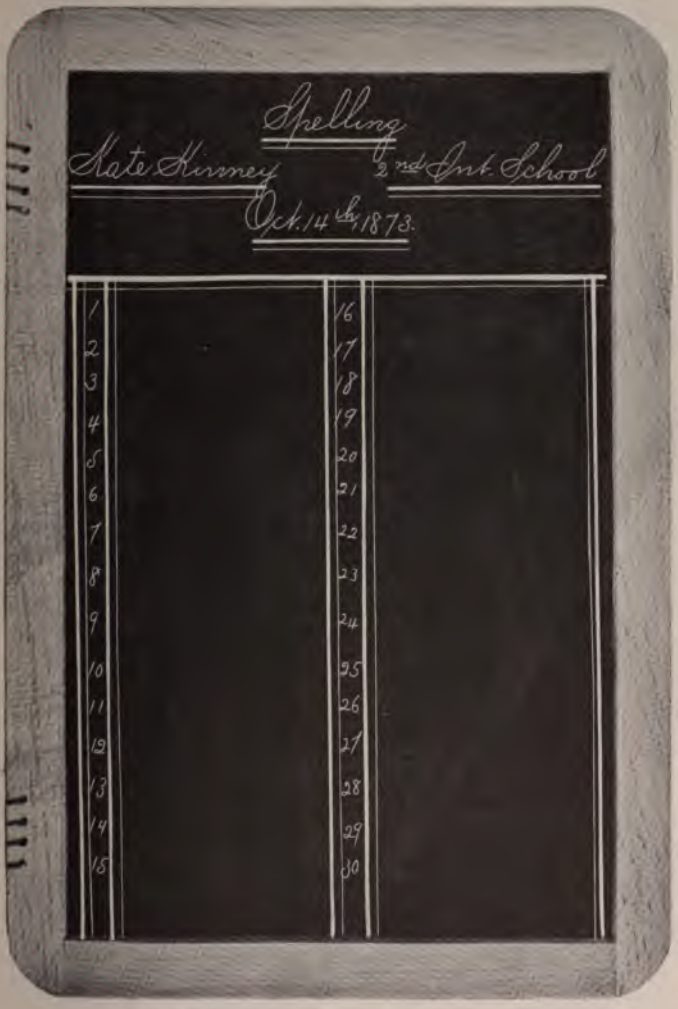
It is a delight, to a lover of children, to watch the happy faces of forty, fifty, or more little ones as they are called upon to show their slate



A SAMPLE SPELLING LESSON
Ruling and Text by Pupil

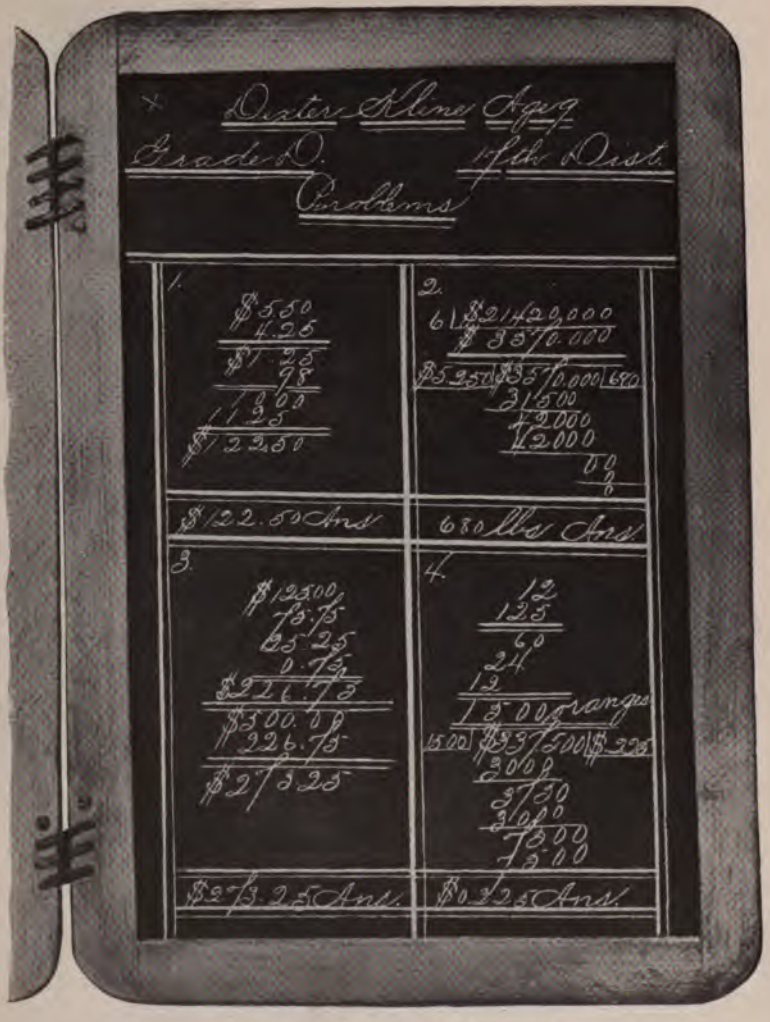
SCHOOL SLATE—FIRST HALF

Inside of a Double Slate as Usually Prepared at Home for "Problems"



SCHOOL SLATE—SECOND HALF

Inside of a Double Slate as Usually Prepared at Home for Spelling



SAMPLE WORK IN ARITHMETIC

Second Year

Lillie Myers — Age 7 years

First District

L. A. Augent — Teacher

Grammar

1

Change this sentence to a question.
Mary has a new book.
Has Mary a new book?

2

Correct Them tree was blown down
Three tree were blown down.

3

Write the plurals of sky, mouse, goose, or cherry
Skies, mice, geese, ren, cherries.

4

Correct jane and e must study.
Jane and I must study.

5

This boy gave me that apple. Change to the plural.
These boys gave me three apples.

6

Write a question.

TEXT AND UNDERLINING
By Seven-year-old Child (1877)

Fourth Year

Blanch Ogden, Age 9 Years.
Eleventh Dist. Dec 23rd 1884

Memory Gems.

Come to me, O ye children!
And whisper in my ear,
What the birds and the winds are singing,
In your sunny atmosphere.

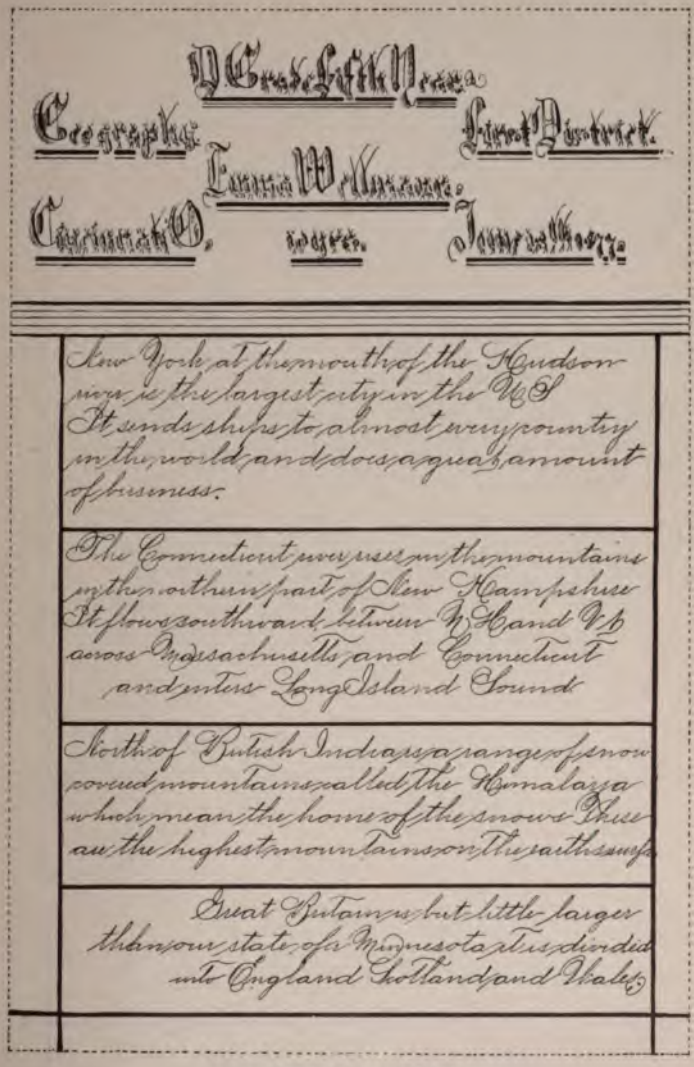
Ye are better than all the ballads,
That ever were sung or said,
For ye are the living poems,
And all the rest are dead.

Henry W Longfellow.

Teach me to feel another's woe,
To hide the fault I see,
That mercy I to others show,
That mercy show to me.

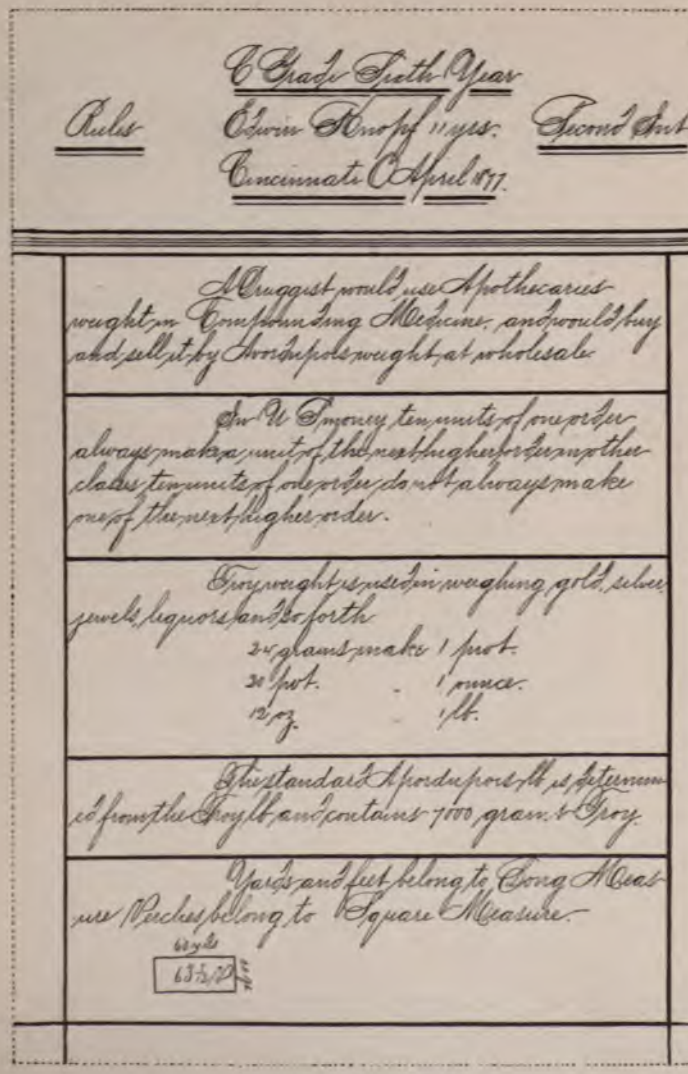
Alexander Pope.

GEMS WRITTEN FROM MEMORY



ORNAMENTAL HEADING

Prepared at Home, the Rest at School



C Grade Sixth Year

Rules — Edwin Knopf 11 yrs. — Second Int

Cincinnati O April 1877.

A Druggist would use Apothecaries weight in Compounding Medicine, and would buy and sell it by Avordupois weight at wholesale

In U S money ten units of one order always make a unit of the next higher order in other classes ten units of one order do not always make one of the next higher order.

Troy weight is used in weighing gold, silver, jewels, liquors and so forth

24 grains make 1 pwt.
20 pwt. - 1 ounce.
12 oz. - 1 lb.

The standard Apordupois lb is determined from the Troy lb and contains 7000 grains Troy

Yards and feet belong to Long Measure Perches belong to Square Measure.

63 yds
63½ ft

A SAMPLE EXAMINATION

Paper in Arithmetical Rules

Grade Seventh Year

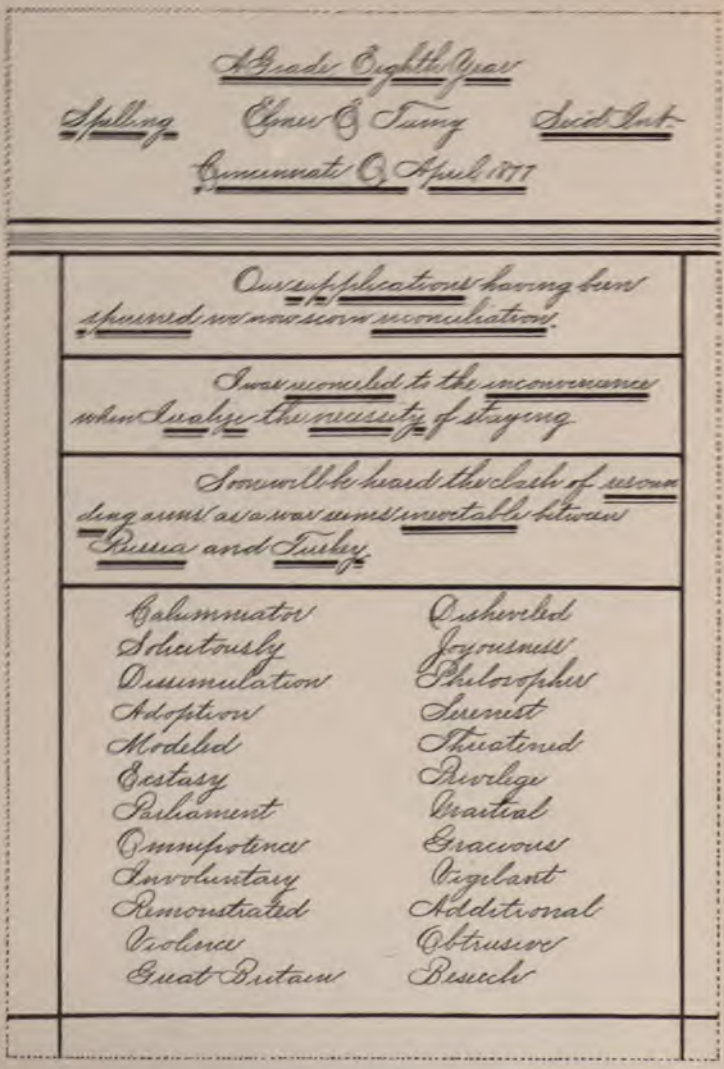
Problems William Schawe 14 yrs, Seid Int

Cincinnati O. April 1877

160 sheep - 100% 16 " - 10% 216 " - 135% Ans. 216 sheep.	5 bu - 160 qts 160 qts - 100% 16 " - 10% 6 " - 3 3/4 % Ans. 3 3/4 %.
$196 - 112% $.07 7/7 - 1% $1.75 - 100% $1.75 - cost price $1.75 - 100% $.07 1/7 - 1% $1.47 - 84% Ans. $1.47.	$500. - 100% $5. - 1% $30. - 6% 12 $30.00 - 1 yr x 1 yr = $30.00 10 2.50 - 1 mx 4 m = 2.50 25 - 3 dax 6 days = 1.50 $34.00 Ans. $34.00
$225 - 100% $2.25 - 1% $9.00 - 4% $91 $66 7 1/3 yr = 7 yr. 4 m. Ans. 7 yr. 4 mon.	1 Answer 216 sheep. 2 Answer 3 3/7 %. 3. Answer $1.47. 4. Answer $34.00. 5 Answer 7 yr 4 mon.

A SAMPLE EXAMINATION

Paper in "Problems"



A Grade Eighth Year

Spelling — Elmer E. Turny — Sec'd Int.

Cincinnati O. April 1877

Our supplications having been spurned we now scorn reconciliation.

I was reconciled to the inconvenience when I realize the necessity of staying.

Soon will be heard the clash of resounding arms as a war seems inevitable between Russia and Turkey.

Calumniator	Disheveled
Solicitously	Joyousness
Dissimulation	Philosopher
Adoption	Serenest
Modeled	Threatened
Ecstasy	Privilege
Parliament	Martial
Omnipotence	Gracious
Involuntary	Vigilant
Remonstrated	Additional
Violence	Obtrusive
Great Britain	Beseech

A MODEL SPELLING EXERCISE

work to the superintendent or visitor; for, go when and where one will, he will find the same general care and attention given to this important feature of school work.

Hon. John D. Philbrick, superintendent of the public schools of Boston, Mass., in his semi-annual report to the Board of Education of that city, March, 1877, in speaking of the Cincinnati schools, says: "Every child, from the first day of entering school, is taught to rule his slate with the utmost accuracy, and, for this purpose, is furnished with a thin, narrow rule. In all figuring, and in all written exercises, whether on slate or paper, the pupils are required to make their work as presentable as possible; the utmost order and neatness of arrangement are constantly aimed at."

So beautiful is the slate work of the Cincinnati schools that one writer says it looks like engraving on stone, and one of the most distinguished educators of the country, Dr. Bicknell, after examining the work of the children in several of the district schools, said, referring to the remarkable uniformity in the beauty of the execution, that it showed the most astonishing results he had ever seen in school work.

The editor of the *Common School and Iowa Journal of Education*, in an article on the educational exhibit at the Centennial Exposition at Philadelphia, in 1876, says: "We give our special at-

tention to Cincinnati, feeling quite assured that its showing is the most perfect, all things considered, of any city represented. Commencing at the beginning, we find beautiful specimens of slate work, in writing, drawing, spelling, and arithmetic, from the lowest grades, and all arranged neatly and carefully in forms, which in themselves are good grounds for discipline in accurate habits of thought and work."

The *American Bookseller*, in an article on the Centennial school exhibit, says: "Cincinnati makes the fullest exhibit, and claims the first attention of the visitors. The classification here of the work, and the painstaking care with which it has been prepared, challenge our admiration."

The thousands who visited the educational department, at the Centennial, expressed their astonishment and admiration, on seeing the systematic and beautiful manner in which the Cincinnati school children performed their written exercises.

Teachers from all parts of the country copied these forms for the purpose of introducing them into their schools.

It may be objected that, in ruling forms, time is consumed that ought to be devoted to study or recitation.[8] To this I answer, that it is as much the duty of the schools to cultivate good habits in the pupils as to impart to them intellectual knowledge. Habits of neatness, system, and order, the

very foundation of business habits, acquired at school, will go with the children through life. The moral influence of this work can hardly be overestimated. As I have just said, the children take pride in neat and beautiful work, and pride in doing a good thing well gives them self-respect and makes them better boys and girls. Take a careless, uncleanly boy, and you can do very little with him in school until his pride is awakened. But once awaken his pride, and he is yours. He feels that he is of some importance. Formerly his brute nature had control; now the spark of manhood is kindled, and you may hope to make of him a faithful, kind, and self-respecting boy who will grow up to be a worthy man. Neatness is elevating and humanizing; its opposite is degrading and brutalizing. Uncleanliness and cruelty are generally associated together.

SCHOOL-ROOM DECORATIONS

Again, too little attention is paid in the public schools of this country to beautifying school-rooms and making them pleasant and attractive to the pupils. There are thousands of school-rooms that have no more decorations in them than the old barn in which, when a boy, I fed the cattle, and the teachers in such rooms seem to care little more for the beauty of their surroundings

than do the cattle in the stalls. "All high art," says Emerson, "is moral;" "and," adds a New York artist, "whatever refines any part of man's nature, refines his moral perceptions."

On the subject of school-room decorations, Dr. H. H. Fick, former superintendent of drawing, in a paper read before the Cincinnati teachers in 1881, so well expresses my own views that I quote his words. Dr. Fick said: "Let the window-sills be beautified by living plants and blooming flowers, contributing alike to the good health and to the good morals of the pupils, and let the ugly, monotonous blackness of the slated board be enlivened by good crayon sketches, be they ever so simple, and by ornamentations in bright but harmoniously arranged and judiciously grouped colors. Let the sayings of the masters of prose and poetry be emblazoned as 'Memory Gems,' and thus kept before the eyes and minds of the pupils. Let the children enter airy, well-lighted rooms, the walls decorated with tasty, neatly-framed, and well-distributed pictures and busts, such as are provided by the municipality for the primary schools of Paris."

PORTRAITS FOR THE SCHOOLS

In the school-year 1881–82, upwards of seven hundred dollars were expended for portraits and historical pictures. Most of these were placed in

the Woodward and Hughes High Schools, in the four Intermediates, the Twentieth District School, and in the Walnut Hills Colored School. The funds for Woodward and Hughes, and the First, Second, Third, and Fourth Intermediate Schools, were obtained from the proceeds of a series of entertainments, entitled the "Allegory of the Great Republic," given by the pupils of these schools in Music Hall; the funds for the Twentieth District were procured by subscription; and those for the Walnut Hills Colored School from the proceeds of an exhibition by the pupils of that school.

The following is a list of the names of those whose portraits were placed in the schools:

Lithographs.—Full length, of Lincoln, Webster, Clay, Washington, and Washington Parting from His Mother.

Lithographs.—Busts, life-size, of Bryant, Longfellow, Whittier, Holmes, Emerson, Lowell, and Garfield.

Lithographs.—Half life-size, of Agassiz, Peabody, Horace Mann, Mrs. Willard, Everett, Landseer and His Dogs.

Lithographs.—Cabinet-size, of Irving, Prescott, Motley, Hawthorne, Bancroft, Alice and Phœbe Cary, and others.

Life or half life-sizes of the latter group could not be obtained.

Photogravures.—Busts, life-size, of Webster,

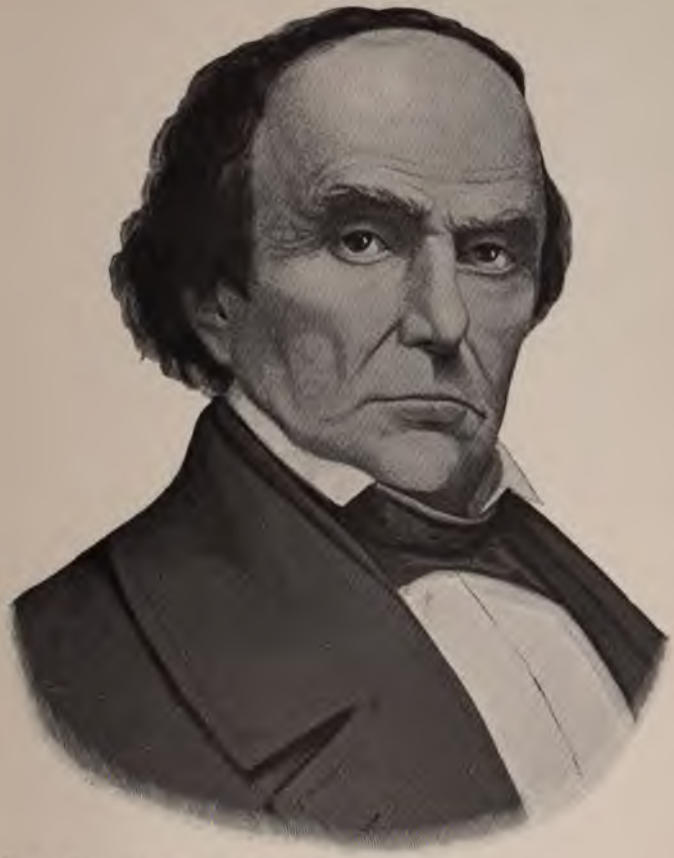
Tennyson, Longfellow, Holland, Goethe, Schiller, Wagner, Handel, Haydn, Mozart, Beethoven. *Half life-size*, of Humboldt and Bryant.

Chromos.—From Chandos's portrait; life-size busts of Shakespeare.

Crayons.—Life-size busts of Webster, by Miss Christina I. Sullivan, teacher of Drawing.

PORTRAITS OF WEBSTER

It will be of interest years hence to know the history of the photographs of Daniel Webster, which were placed in the schools at the time of the celebration of the hundredth anniversary of his birth by the schools, January 18, 1882. Not being able to procure portraits—life-size busts—of Webster, it was decided to obtain, if possible, the best original likeness, and have photographs taken from it. Mr. James Landy, photographer, of this city, was consulted, and he agreed to make the photographs at cost, and to assist in finding the best original. Many different portraits of Webster, in and about Cincinnati, were examined, and the best likeness was traced through an old lithograph to a daguerreotype by Whipple & Black, of Boston. The Boston Directory was consulted, and it was found that the firm was not in existence; but by letters to different photographers of Boston, it was ascertained that J. W. Black, one of the members



From a Crayon Portrait by Christine G. Sullivan

DANIEL WEBSTER

of the old firm, was living. He was accordingly written to, and proved to be the very man who, in 1848, made the daguerreotype of Webster referred to above. The likeness was pronounced by Mr. Webster himself one of the best he ever had taken. For many years it has been the property of Mr. Dexter, of Boston, to whom it was presented by Mr. Black, who in turn borrowed it for Mr. Landy to copy; but not, however, till after he had the written promise of Mr. Landy that, upon its receipt by express, he would not permit it to pass out of his hands; and, moreover, that he would take the photograph of it without delay, and immediately thereafter return the daguerreotype to him by express. Mr. Landy made a negative directly from the daguerreotype, which he enlarged by solar camera and finished in crayon, using the daguerreotype as a guide. From the portrait thus obtained, he made the photographs for the schools. Having compared them with the daguerreotype, I pronounce them excellent. Mr. Landy also printed photographs, cabinet size, from the first negative; and from one of these small photographs Miss Sullivan produced the crayon portraits, which are most excellent likenesses of the great statesman, so pronounced by Hon. William S. Groesbeck, who knew Webster personally. On seeing the one in my possession, General A. F. Devereux declared it to be the best portrait of Webster west

of the Alleghanies. The General, a family relative of Daniel Webster, enjoyed his life-long intimate acquaintance and friendship.

BANDS OF MERCY

The Cincinnati schools, I take pride in saying, were the first great system of schools in America in which Bands of Mercy were introduced. In the winter of 1883–84 the directors, of whom I had the honor of being one, of the Ohio State Society for the Prevention of Cruelty to Animals and Children (now known as the Ohio Humane Society) invited Rev. Thomas Timmins, of London, England—who, with George T. Angell, of Boston, is the founder of Bands of Mercy in this country —to come to Cincinnati and organize bands. Believing that the good citizen is the prime object of public education, as before stated, I felt that, as Bands of Mercy contribute to this end, they should find a place in public schools; besides, they were in the line of humane education which I had, through the means already explained to you, been endeavoring to accomplish. I therefore accompanied Mr. Timmins in the schools, and heartily seconded his earnest efforts to make our boys and girls more thoughtful and considerate of each other's happiness and that of the dumb animals around them, by addressing them on kindness, justice, and

mercy to all forms of animal life, and organizing them into Bands of Mercy. We devoted over five weeks to the work, addressed over 28,000 pupils, and organized them into bands.

It may be asked, Why form the children into bands in schools where lessons are systematically given on humane subjects? Because the very fact of belonging to a band will, of itself, cause the children to take more interest in the objects for which the bands are formed than they otherwise would. It is delightful to see the good effects that follow these organizations, to listen to the little ones as they relate the many kindly, humane, and charitable acts done by them, many of which, we are confident, would have been left undone but for these associations. The organization is very simple. All that is required to become a member is to make the following pledge: "I will try to be kind and merciful to all living creatures, and will try to pursuade others to be the same," and then sign the roll of membership. Certainly no one can reasonably object to such a pledge; for it is just what we all should do, whether we take the pledge or not. Should school-time be taken for the meetings of bands; if so, how much? I recommend, as I did the Board of Education of Washington, D. C., and as I have done in my Annual Report (1884), that all Boards of Education set apart one hour of school-time each month, say the last hour of the

last Friday, to teaching kindness and mercy; and this should be done whether Bands of Mercy are introduced or not; for in the presence of so much crime, murder, and lawlessness, with thoughtless cruelty committed on all sides, it becomes the duty of the public schools to give special attention to inculcating lessons of mercy, kindness, and justice to all creatures, both human and brute, and to this end a definite time should be given. In schools where bands of mercy are organized, let the monthly meetings be held in the several school-rooms, the teachers presiding, during the hour thus set apart.

CONCLUSION

Ladies and gentleman, the introduction into the schools of our country of the features I have briefly outlined, apart from their inestimable value in the formation of noble character, would result in greater progress of the pupils in the "regular branches" of study; for their tendency is to give the pupils a love of school by making school life pleasant and attractive, thereby insuring more regular and prompt, and therefore larger, attendance and more hearty and zealous work on the part of the scholars.

In this I speak from experience. I have not the statistics on the subject—unfortunately, none have been kept—but I feel justified in asserting

that there is now (1884) not one case of truancy in the lower grades of the schools where formerly there were twenty, and that this is largely if not wholly due to the introduction of the important features I have been advocating. They relieve the monotony of school routine, and put new life into the whole system. Besides, they do much to make the schools strong with the people, an object every friend of public education should endeavor to accomplish.

And now, in conclusion, may I trust that I have succeeded in impressing upon you the important fact that, in the building up of noble and upright character, so much can be accomplished through the influence of neatness and beauty of execution of all work done by pupils on slate or paper; through grand and ennobling thoughts from literature, correctly taught; through the celebration of the lives and writings of worthy authors, statesmen, and other great personages whose lives have reflected honor upon their country; through bands of mercy and what they teach; and through schoolrooms tastily decorated with portraits of the good and the great and other appropriate pictures, and with plants,—that you will become active advocates of the introduction of these features into all the schools of our country?

Moral Instruction Through Literature

For the information of those who may be interested, the origin of imparting moral instruction through gems of literature in the Cincinnati public schools is given here.

In 1869, nearly five years before I became superintendent, the Board of Education prohibited the use of the Bible in the schools. The rule of the Board providing that "moral instruction must be given in all the grades by the respective teachers, in such manner as may be prescribed by the principals," was still in force; but the manner of carrying out the rule began to be agitated among the principals. Meeting after meeting was held, in which the subject of moral training was discussed. Some contended that no special time should be given to this work, that morals should be taught incidentally; while others advocated that a definite time should be assigned to it in the daily programs of the schools. The "Incidentalists," as they called themselves, gave the fifteen-minutes' "morning-exercise time" to singing and to miscellaneous exercises. The "Regulars," of whom I was one, finally decided to have the teachers of their respective schools devote this time to giving,

after the singing of a song or two by the pupils, talks on such subjects as kindness, truthfulness, obedience, etc., and for this purpose prepared a list of topics for each week's work. I was principal of the Second Intermediate School at the time, and, as had been my custom, conducted the morning exercises three days of the week in the assembly room, where all the pupils on the upper floor, between two hundred and fifty and three hundred boys and girls, assembled for this purpose.

Previous to the exclusion of the Bible, the exercises had consisted of reading a chapter of the Sacred Scriptures by the principal, and the singing of devotional and patriotic songs by the pupils; but after the list of topics had been prepared, I began a series of talks on the subjects selected. These talks did very well for a time; but they soon became very burdensome to me, and, I think, monotonous, if not actually distasteful, to the pupils. This was the universal experience of the teachers who attempted in this way to give the instruction. In fact, there are very few indeed, even among the highly educated, who can interest children a hundred times a year by talks on abstract subjects.

One morning, in the spring of 1874, as I was on my way to school, trying to think of something to say that might interest the pupils, there came into my mind the following extract from Dr. Holmes's poem entitled "Sun and Shadow," that

I had committed to memory when a student at Gilmanton Academy, in New Hampshire, in 1857, at the time the poem first appeared in the *Atlantic Monthly*, in one of the Doctor's remarkable articles entitled "The Autocrat of the Breakfast-table:"

"The dreamers who gaze, while we battle the waves,
May see us in sunshine or shade;
Yet true to our course, though our shadow grow dark,
We 'll trim our broad sail as before,
And stand by the rudder that governs the bark,
Nor ask how we look from the shore!"

I at once decided to make the extract, and the sentiment contained therein, the subject of talks to the school, and then have the pupils memorize the extract, as I had done when a boy.

At that moment a burden was lifted from my mind. I felt that at last I had found a complete solution of the question that had so long perplexed principals and teachers; namely, the best method—the use of the Bible being forbidden—of imparting moral instruction in the schools.

With light heart I quickened my steps to the schoolhouse, wrote the extract on the blackboard, and waited eagerly for the bell for morning exercises to ring. After the assembling of the pupils, and the singing of a song by them, I called their attention to the beautiful lines of Dr. Holmes which I had written upon the blackboard for them to memorize, and told them the story of how it

happened that I committed them to memory in youth. Having thus interested the pupils in the quotation, I recited it in the best manner possible to me, in order to impress the beauty of the extract upon their young minds, and then explained very fully, not only the selection, but also the entire poem, and Dr. Holmes's introduction to it, both of which are necessary to a clear understanding of the passage, and endeavored, to the best of my ability, to bring out the admirable lesson intended to be conveyed; viz., that when we are in the path of duty, when we know that we are right, we should go ahead without reference to how we may appear to others, never sacrificing principle to policy, never swerving from the line of duty. Yes,

> "True to our course, though our shadow grow dark,
> We'll trim our broad sail as before,
> And stand by the rudder that governs the bark,
> Nor ask how we look from the shore!"

This departure from the previous method of giving moral instruction, proved even more successful than I had anticipated. The lesson, the character of which is suggested above, aroused unusual interest in both teachers and pupils. The morning exercise time of two days was devoted to the explanation of, and to talks on, the selection. After this, one morning was devoted to giving a biographical sketch of the author; another to readings from, and talks on, "The Autocrat of the

Breakfast-table;" and thus the morning-exercise time became the most interesting and profitable fifteen minutes of the day.

On the remaining days of the week the same kind of work was begun by me in the rooms on the two lower floors, where the teachers themselves usually conducted all the morning exercises; but before the method had been exemplified in all the rooms, the final examinations came on, when the work was discontinued, to be taken up at the opening of the schools in September. But before the end of the school year the Board of Education elected me superintendent of schools, which prevented this being done.

At the time of my election to the superintendency, in 1874, the rule of the Board of Education, previously quoted in this article, was still in force. This rule placed the entire subject of moral instruction under the control of the principals of the schools. They were to prescribe, not only the manner in which their respective teachers were to impart the instruction, but also what and how much time they should devote to it. No special time was ever set apart, either in the time-tables adopted by the Board or by the principals, to imparting moral instruction till after the exclusion of the Bible, when it was done by the "Regulars." When the Bible was in use in the schools, the principals contented themselves with the fact that the *reading*

—since no comments by the teachers were allowed—of a chapter from the Holy Scriptures formed a part of the daily morning exercises. Morning exercises, as usually conducted in the schools of the country, are moral in their influence, but do not constitute what is here meant by moral instruction.

Now, among the reforms that I desired to bring about were three that are of vital importance to the best interests of the schools, each of which would require a great deal of time, work, and attention, on the part of the superintendent, before they could be thoroughly established—that is, before the teachers make them their own; for teachers, as a rule, are conservative, and therefore prone to look with disapproval upon changes of methods of instruction or other innovations in the line of their school work, however important such changes and innovations may be, especially when they are undertaken by a superintendent at the beginning of his administration, before he has the confidence of the teachers as a body. Of course, I could have called to my aid the Board of Education, and attempted to force the immediate introduction of these reforms; but I would have met with opposition on the part of many of the principals and teachers, which might have seriously interfered with the work of the schools. I certainly could not have secured in that way the practically unanimous indorsement by the teachers

of each one of these reforms that I finally received. After carefully considering what should be done under all the circumstances, I reached the conclusion that it would be better not to attempt any change, either as to time or manner of imparting moral instruction, till after the other two reforms,[10] both of which are explained in this volume, should have been so thoroughly established as to require very little attention on the part of the superintendent. In the fall of 1877, I felt that the time had come to insist that moral instruction be given regularly in all the schools, in accordance with the spirit of the rule to which reference has been made. The principals were therefore instructed to see that this be done, by having the teachers, in all the grades of their respective schools, devote one hour of the morning-exercise time each week to this work. At the same time I recommended to them to make use of "gem-thoughts" from literature as the basis of the instruction, but left them free to do this or not as they chose. This freedom of choice was allowed the teachers because I was confident that many of them, believing in the elevating influence of beautiful thoughts in prose and poetry, would see the importance of making them the foundation of moral training in the schools, and follow the recommendation of their own accord; and as to the others, I felt that it would be far better to win them over to the plan by prac-

tically demonstrating to them its superiority, than to try to compel them to adopt it.

As was expected, the principals and teachers of a number of the schools, and individual teachers, here and there, made selections of "gems," and began, without delay, to give lessons upon them to their pupils. These teachers soon became warm advocates of the method, and, in this way, others were led to adopt it. Besides, I memorized a number of brief extracts, three or four for each grade, each of which contained an important lesson, and, in school after school, wrote one of them on the blackboard, and made it the subject of a talk to the pupils. At the close of each talk I asked the children to memorize thoroughly the beautiful selection on the board, and promised them that the next time I visited the school I would hear them recite it in concert, and then explain it to me. This I never neglected to do. Thus the work went on, winning its way among the teachers until most of them had taken it up, without the exercise of compulsion by the superintendent of schools; for all that I had insisted upon up to this time was that the principals and teachers should live up to the spirit of the rule of the Board. In the fall of 1879 it was my judgment that the time had come when the Board of Education should be asked to take action looking to regular and systematic moral instruction, through gems of literature, and to prescribe the work

to be done. Accordingly, with the assistance of a committee of principals, a course of study containing selections for each grade was prepared and submitted to the Board of Education for adoption. This course of study was adopted by the Board, published in pamphlet form, and a copy placed in the hands of each teacher of the District and Intermediate Schools. In order to give the teachers a wide range from which to select, the pamphlet contained much more material than was required to be taught. In 1880, I prepared a volume of 192 pages of selections, entitled, "Graded Selections for Memorizing, Adapted for Use at Home and in School," which took the place of the pamphlet.

LIST OF SELECTIONS TAUGHT BY A B GRADE TEACHER

After the Board of Education had officially indorsed this method of imparting moral instruction by requiring "prose and poetical selections" to be inculcated in all the schools under the direction of the superintendent, I requested each teacher to report to me at the close of the schools in June the selections taught during the year, by giving the first line of each, the author's name, and the number of lines. To show the reader the character of the selections in the intermediate schools, a list of those reported by a teacher of a room

of B Grade (seventh year) pupils, is submitted, and while no two lists were the same, the one given here is a fair sample of those reported by the teachers of this grade.

I trust I have made clear to the mind of the reader that the development of the thoughts contained in or suggested by the selections, by the teachers giving lessons upon them, constitutes principally what is meant in this article by giving moral instruction.

Of course, the teachers were required to see that the extracts were committed to memory by the pupils, but they were expected to take another time for this purpose. I recommended them to devote fifteen minutes per week to see that the eight lines—the number required—were thoroughly memorized by the pupils. According to the report of this teacher, the following selections and their authors were made the subjects of one hundred and eighty-five lessons. This fact should be borne in mind by the reader who desires to get a clear and comprehensive idea of the character, the extent, and the importance of such moral and literary training.

The attention of the reader is called to the authors whose names became as familiar to the children as those of their own classmates. The reason the name of Dr. Holmes occurs so frequently is, that the schools celebrated "Holmes-day," that year, 1884.

"Fast as the rolling seasons bring."
Oliver Wendell Holmes, ... 8 lines.
"Yet, in the maddening maze of things."
John Greenleaf Whittier, ... 8 lines.
"Good name, in man or woman."
Shakespeare, ... 7 lines.
"All thoughts of ill; all evil deeds."
Henry Wadsworth Longfellow, . . 24 lines.
"Heaven is not reached at a single bound."
Josiah Gilbert Holland, ... 8 lines.
"There is a land, of every land the pride."
James Montgomery, ... 6 lines.
Character, into which right principles are implanted, at its first forming, is impressed indelibly, "Like the vase in which roses have once been distilled."
Thomas Moore, ... 5 lines.
"I see the living tide roll on."
Oliver Wendell Holmes, ... 8 lines.
"I do not know what I may appear to the world."
Sir Isaac Newton, ... 5 lines.
"Up with our banner bright."
Oliver Wendell Holmes, ... 8 lines.
"Press on! surmount the rocky steeps."
Park Benjamin, ... 8 lines.
"You hear that boy laughing."
Oliver Wendell Holmes, ... 12 lines.
"Listen closer. When you have done."
Alice Cary, ... 8 lines.
"The good ship Union's voyage is o'er."
Oliver Wendell Holmes, ... 12 lines.
"Between broad fields of wheat and corn."
Thomas Buchanan Read, ... 14 lines.
"Thanks to the heavenly message brought by thee."
Oliver Wendell Holmes, ... 14 lines.
"O, list to the moments! though little, they seem."
J. L. Eggleston, ... 8 lines.

"As jewels incased in a casket of gold."
John Dryden, ... 4 lines.
"Reading maketh a full man."
Francis Bacon, ... 2 lines.
"Forgive and forget! why the world would be lonely."
Charles Swain, ... 4 lines.
"We should make the same use of books."
Jonathan Swift, ... 2 lines.
"O, humbly take what God bestows."
Caroline Gilman, ... 4 lines.
"For I would yield the passing hour."
W. H. Venable, ... 12 lines.
"A word fitly spoken."
Proverbs, ... 1 line.
"Ponder well, and know the right."
Goethe, ... 4 lines.
"A good book is the precious life-blood."
John Milton, ... 2 lines.
"Rest is not quitting this busy career."
D. S. Dwight, ... 12 lines.
"True worth is in being, not seeming."
Alice Cary, ... 20 lines.
"Like a cradle, rocking, rocking."
Helen Hunt Jackson, ... 16 lines.
"Work while yet the daylight shines."
Anonymous, ... 8 lines.
"Of all the beautiful pictures."
Alice Cary, ... 16 lines.
"'T was a lovely thought to mark the hours."
Mrs. Felicia D. Hemans, ... 16 lines.
"Recollect that trifles make perfection, and that perfection is no trifle."
Michael Angelo, ... 2 lines.
"Get but the truth once uttered."
James Russell Lowell, ... 4 lines.
"We live in deeds, not years."
Philip James Bailey, ... 4 lines.

"Try to frequent the company of your betters."

William Makepeace Thackeray, . . **5 lines.**

"To persevere in one's duty and be silent is the best answer to calumny."

Washington, ... **1½ lines.**

(See 57th Annual Report Cincinnati Public Schools.)

OPINIONS OF PRINCIPALS AND TEACHERS

The attention of all interested in the moral elevation of our school children is earnestly asked to the following extracts from the reports of principals and teachers. Principal Benjamin M. Weed says: "In our school twenty minutes are spent in 'Morning Exercises,' and the gems for the various grades are made the basis of moral instruction. With an enthusiastic and appreciative teacher, I can not see how she can help exerting the very best influence over her class with such a wide range of beautiful thoughts as she has to choose from in the course in gems." Here he explains how the morning exercises of each day are conducted, showing that lessons on gems are given on the first four days of each week. Again I quote his own words: "We have, as you see from this, a systematic course of morning exercises, and on Friday all the pupils of this school, from six to fifteen years of age, and from the lowest to the highest grade in our district and intermediate departments, are engaged in re- [illegible] appropriate selections from our best authors. [illegible] om to room and witness these recita-

tions, interspersed as they are with beautiful songs, is more than a pleasant scene, it is an inspiring one; and if the teacher is alive to the importance of the exercise, its influence must be far-reaching, beneficent, and exalting. I do not think it could be possible to find a substitute to take the place of these gems as a basis of moral instruction in our public schools. The language in them is simple and beautiful, just such as would naturally attract the attention of a child; they are not sectarian in thought, not narrow in their teaching, but wide and generous and sympathetic, helping not only pupils, but teachers, 'to live up to the best that is in them.' Said a teacher to me not long ago: 'I do enjoy the hour I spend with my pupils in this subject; for then it is I get nearest to them, and then it is I feel I am not a mere machine, grinding out per cents, but that I am an important factor in helping them to choose that which is noble and beautiful and good in life.' If every teacher in our schools felt this way what a power for good our great system of public schools in this city would have!"

Principal G. A. Carnahan, of the First Intermediate School, after explaining how the "Memory Gems" are taught in his school, says: "I am fully satisfied that this exercise is one of the most valuable methods that can be used for imparting moral instruction, and for developing a taste for good reading and love for good literature."

Mrs. R. M. Hollingshead, daughter of James E. Murdoch, teacher of elocution in the normal school, says: "I never saw such excellent moral instruction in public schools as is now given through the teaching of 'Memory Gems;' moreover, their teaching cultivates a taste for good literature among the pupils."

An experienced teacher of A Grade (eighth year) boys, says: "It is unnecessary to state that this gem work has had a beneficial influence on the pupils. I remember, before it was introduced into our schools, it was an almost weekly occurrence to find a boy reading a dime novel in his geography open before him, while now this seldom happens. In fact I have not had one such case in two years. Ask a boy what he has read, and he will name the works of standard authors, thus showing that good books have supplanted pernicious literature. No doubt this 'wave of influence' which you have 'set in motion will extend and widen to the eternal shore.'"

A teacher of Third Reader children reports: "It has been a pleasure to me to follow your instructions in regard to the teaching of 'Memory Gems,' because I believe in the principle upon which they are based; viz., that to fill the minds of the young with good and pure thoughts is a great safeguard, and will be through life a potent factor in building up character."

A teacher of the C Grade says: "Aside from the literary value of these gems, I believe that this form of moral instruction is the best that has ever been introduced into the Cincinnati schools."

"The beautiful thoughts of others," says a D Grade teacher in her report, "embodied in these gems, become, in a large degree, the child's own, and his moral nature is lifted up. . . . They can not fail to cultivate a pure literary taste which will send young men and women out from the schools into the business of life with a fondness for good reading, and with minds sufficiently disciplined to analyze and understand what they read."

"Words set to meter," says another D Grade teacher, "are easily retained, as is well known, in the memory of a child. How wise, then, in the teacher, to take the aid nature thus offers, and make the musical rhymes which delight the ear of children the medium for fixing forever upon their souls the everlasting truths of morality!"

"All the stirring ideas and strong moral promptings of the gems," says a principal, "will have their full force and effect in the adult life of the pupil, when he has forgotten where he learned the words."

"From the earliest introduction into my school of gems," says an F Grade (Second Reader) teacher, "they have exerted an influence of great good upon the children, enriching their minds and

thoughts, beautifying their language and ennobling their characters."

"The teaching of these gems," says a D Grade teacher, "has been a great benefit to the pupils. It has cultivated a taste for a higher literature than they otherwise would seek, has made them acquainted with new authors, and has given them many moral lessons which they would not have received so pleasantly in any other form. The gems have also been of use to the teacher, for the moral truths contained in them have been of great help in the discipline of the room."

Edward S. Peaslee, first assistant in the Twenty-sixth District School (now principal of the Kirby Road Intermediate School), says: "I have found not only that the study of literary gems is to both teachers and pupils a most interesting and judicious introduction to the work of the day, but that it engenders a state of mind habitually fruitful in patience, kindness, and high endeavor. I am convinced, too, that as a means of widening the intellectual horizon, and broadening the sympathies, the carefully taught 'gem' is unsurpassed. A fortunate thing in the teaching of morals through gems of literature, especially to older pupils, is that they furnish a powerful re-enforcment of the teacher's personality. Ideas that might pass for little with them if received as coming solely from a teacher however much respected, are won-

derfully emphasized when known to be sustained by the great names of literature. My uniform experience has been that the pupils thoroughly enjoy this feature of school work, and that there is nothing they recall with equal pleasure in subsequent years. In this they are like the world at large, high and low. We know, for example, that Mr. Gladstone has drawn such comfort from a quotation from an ancient author that he has it placed upon a wall of his home, and that Robert C. Winthrop in his state of semi-invalidism, found a similar quotation of more use to him, as he said, than all the prescriptions of his physician, and all are aware that the great mass of uncultured men and women have found wisdom and solace in proverbs and sayings since the days of Solomon." (See Fifty-seventh Annual Report of the Cincinnati Public Schools.)

THE REPORT OF THE FRENCH COMMISSION

Before bringing this article to a close, the attention of the reader is called to the report of the Educational Commission [9] appointed by the French Government in 1883 to examine the various questions connected with teaching in the United States.

The commission visited this country, and spent several months in diligently and faithfully examining into methods of instruction, courses of study,

organization and manner of conducting the schools, in a number of the great cities of the country that were selected especially on account of the excellence of their systems of education.

From that part of the official report to the Minister of Public Instruction of France which treats of the Cincinnati public schools, the following is taken:

"At Cincinnati, the children are intelligent, amiable, cheerful, natural, and properly disciplined. . . . The methods and aims which regulate the teaching in the different branches give value, force, and very great attraction to the studies. It seems that here, more than anywhere else, *instruction* is considered a *means* of which *education* is the end. Hence the teaching is so directed as to elevate the mind and produce a moral progress.

"The time given to reading and literary exercises is very considerable. The pupils of all the schools take part in this kind of work according to their capacity; and in the upper classes they are sufficiently familiar with the great writers to make quotations from their principal works, and they are able to recite from memory many fine passages from the English and American poets. One may see on the blackboards entire pieces written by the scholars. They are never unprepared. One may demand from them with confidence pieces from Longfellow, Bryant, or Shakespeare. The pupils take in these literary recreations a very lively interest, which everything else contributes to increase and develop.

"The superintendent has recently introduced into the schools the celebration of the birthdays of the great men who have made their country famous—useful citizens, poets, statesmen. These festivals, which occur sufficiently often, are genuine tournaments, for which the

pupils who are to figure in them prepare themselves in advance, and here they recite, with talent and almost without pretension, choice pieces from the works of the person whose memory they that day honor. These reunions, which have the character of family festivals, are also, to the authorities who preside, the occasion for approving and encouraging words addressed to teachers and pupils, all of whom contribute by their zeal and devotion to these happy results." (For full report, see 54th Annual Report.)

BOARDS OF EDUCATION SHOULD ACT

One would naturally think that all that would be necessary to be done to introduce into the schools such beautiful and ennobling work as has been described in these pages, would be to call the attention of educators to it. But not so. If it were so, "jewels of literature" would be taught regularly in every public and private school in the land; for what teacher is there whose attention has not been called to it? What teacher is there who does not know that such selections committed to memory by the pupils must exert a potent influence for good upon their lives and characters, even if nothing more be done by the teacher than to see that the selections are thoroughly memorized.

The fact is, that comparatively little will be done in the schools of our country in this direction of moral and literary training until boards of education, or others in authority, provide for such

instruction in their courses of study by requiring a given number of lines to be taught each week, and assigning a definite amount of time to teaching them. Let us work for the accomplishment of this end.

REVIVAL IN AMERICAN LITERATURE

It is a source of gratification, but not of self-pride, for I "builded better than I knew," and therefore lay no claim to any merit of my own in the matter, that, out of those simple talks on the extract from "Sun and Shadow," has grown the great literary movement which includes in its scope the celebration of the birthdays of authors, statesmen, soldiers, as well as that of "Arbor-day," in the public schools of the country, and which has caused, as the poet Longfellow said it would, a revival in American literature, and has been the means of putting millions of good books into the hands of American youth. The late Mr. H. O. Houghton, of Houghton, Mifflin & Co., said to me that at the time of the celebration of Whittier's birthday (December 17, 1879), they had a very large stock of the poet's works on hand; but that, within a few days thereafter, it was disposed of, and that for six weeks the firm was unable to print Whittier's poems fast enough to keep up with the demand.

Origin of "School Arbor-day;" or, "Arbor-day" Celebrations by Public Schools

ORIGIN OF "SCHOOL ARBOR-DAY."

"We sometimes forget that the highest aim of education is to form right character, and that is accomplished more by impressions made upon the heart than by knowledge imparted to the mind. The awakening of our best sympathies, the cultivation of our best and purest tastes; strengthening the desire to be useful and good, and directing youthful ambition to unselfish ends,—such are the objects of true education. Surely, nothing can be better calculated to secure these ends than the holiday set apart for the public schools."—Extract from Letter of the Historian, J. T. Headley, written on the occasion of the Second Celebration of "Arbor-day." (See letter.)

ORGANIZATION OF THE CINCINNATI FORESTRY CLUB

THE love of trees and interest in forestry led me to employ Dr. Adolph Leuè, an educated naturalist, who had devoted much time to the study of trees and forestry in Germany, to deliver a course of lectures on "Trees and Forests," and on "Forestry and Forestry Schools," before the Cincinnati Teachers' Normal Institute, in August, 1881.

In these discourses, which created great interest in the subject of forestry, the lecturer recommended

the organizing of a Forestry Club by the principals and teachers of the schools.

The Teachers' Forestry Club was accordingly organized, with Mr. Peaslee as president, and Dr. Leuè as secretary. After a number of successful meetings, the public began to show so much interest in the subject of forestry that it was thought best to form a new club, and admit to membership, not only teachers, but all other worthy persons who desired to join. Thereupon, the secretary was instructed to call a meeting for organization.

After corresponding upon the subject with Dr. John A. Warder, Professor Strauch, superintendent of Spring Grove Cemetery, Hon. Leonard B. Hodges, secretary of the Minnesota Association, and others, Dr. Leuè called a meeting by announcement in the daily papers and by letters to persons known to be interested in forestry, to be held in the lecture-room of the First Presbyterian Church, for November 5, 1881, and at this date and place the Cincinnati Forestry Club was publicly organized. In January, 1883, this club was succeeded by the Ohio State Forestry Association, of which Judge Warren Higley was the first president.

VISIT OF THE VON STEUBENS

On October 28th, a few days before the organization of the club, a very important event occurred, which gave renewed impulse to the for-

estry movement; viz., the visit to Cincinnati of the Von Steubens. Some time before the Centennial Celebration of the Surrender of Lord Cornwallis to General Washington, which celebration was held at Yorktown, Va., October 19, 1881, an invitation was sent by the authorities at Washington to Colonel Arndt, Captain Frederick, and Major Richard, Von Steuben, three grandsons of General Von Steuben, of Revolutionary fame, to attend the celebration.

When it became known in Cincinnati that they had accepted the invitation, a meeting of prominent Germans was held, for the purpose of inducing them to visit Cincinnati before returning to their fatherland. They consented to come, and arrangements were made for their entertainment, one of the important features of which consisted in a drive through Burnet Woods Park, Clifton, Spring Grove Cemetery, and Eden Park. These places, the pride of every Cincinnatian, are beautiful chiefly on account of their trees. Major Richard Von Steuben, an imperial forester of Germany—"Oberfoerster," as the Germans call it—in describing the beauties of these places, in a conversation that took place between himself, Judge Warren Higley, Colonel Wm. L. De Beck, a wide-awake newspaper man, and others, naturally drifted into the subject of forestry. Major Von Steuben, finding willing listeners, talked eloquently of the

influence of forests upon climate, soil, productions, and expressed it as his opinion that the frequent floods in the Ohio River were largely due to cutting off the forests from the hill and mountain sides that border the Ohio and its tributaries. He also told what forestry had done for Germany, and gave utterance to his surprise that such wholesale destruction of the forests, as he had noticed in his travels in this country, should have been permitted, and that nothing, as far as he could learn, had been done by the National or the State Governments either to prevent their further devastation, or to repair the terrible loss already occasioned by it. The statements made and the views expressed by this distinguished German forester, made a deep impression, both upon Judge Higley and Colonel De Beck, and, not long afterwards, the Judge related the conversation before the Forestry Club. At about this time I prepared a talk on trees and forestry, which I gave before the pupils of all the grades above the second school-year. In the meantime, the regular meetings of the club were held, and the reports were given in the public press of the proceedings, which included essays and talks by Dr. Leuè; Dr. John A. Warder, a leading advocate of forestry, recognized as such both in the United States and the Dominion of Canada; Hon. Emil Rothe, who possessed a profound knowledge of the subject; Judge Warren Higley; Dr. W. H. Venable;

Mr. Reuben H. Warder, the son of Dr. Warder, and present superintendent of the Cincinnati parks; Superintendent John B. Peaslee, and others, together with editorials and other articles on floods and forests, including the views of Major Von Steuben. These reports in the daily papers aroused great interest in the subject of forestry in this community.

COLONEL DE BECK CONCEIVES THE IDEA OF ORGANIZING AN AMERICAN FORESTRY CONGRESS

In June, 1881, Colonel De Beck, with Mr. John Simpkinson, familiarly called "Uncle John," one of Cincinnati's most philanthropic citizens, who has devoted much time and money to charitable and humane work, organized, with Mr. Simpkinson as president, the Cincinnati Memorial Association. The Memorial services held by the Association in Music Hall in memory of the city's distinguished dead had proved a great success. In the latter part of the following December, Colonel De Beck, impressed, as has been seen, with the importance of the subject, and aware of the growing sentiment among the people in favor of forestry, saw that the time was propitious for inaugurating a great forestry movement in Cincinnati.

He conceived the idea of calling a convention

of prominent advocates of forestry in the United States and the Dominion of Canada, together with public men of prominence from all sections of this country, for the purpose of organizing in Cincinnati an association for both countries, to be known as the American Forestry Congress, and to make the occasion one of the grandest and most imposing Cincinnati had ever witnessed.

CONFERENCE IN JUDGE HIGLEY'S OFFICE

The Colonel consulted a number of his friends who were interested in forestry, and who had been associated with him and Mr. Simpkinson in the organization of the Memorial Association. This resulted in a conference in Judge Higley's law-office of the following gentlemen: Judge Warren Higley, Col. Wm. L. De Beck, Mr. John Simpkinson, Dr. Rabbi Lillienthal, Col. A. E. Jones, Hon. Emil Rothe, Dr. W. H. Venable, and Superintendent Peaslee. At this conference the recommendation of Colonel De Beck was approved; but as it would require a considerable amount of funds to carry out the project, it was resolved to hold a meeting on January 4, 1882, at the Gibson House, and to invite to the same many of the prominent and public-spirited citizens of Cincinnati and vicinity, and lay the subject before them, in order to obtain, if possible, their influence and assistance.

ORGANIZATION OF THE PROJECTORS OF THE CONGRESS

The invitations were sent out, and an enthusiastic gathering at the Gibson House was the result; and the organization of the projectors of the Congress was effected, with Mr. John Simpkinson as president, Judge Warren Higley as vice-president, and Professor John Akels as secretary. The object of the organization was declared to be "The inauguration of some systematic course on the part of the National and State Governments, and private corporations and individuals, for the promotion of forestry." The meeting closed with the appointment of Dr. John A. Warder as chairman of the committee to prepare the literary program of the proposed Congress.

It should be stated here that it is beyond the scope of this article to give more of the proceedings of this organization of the projectors of the American Forestry Congress or of the Congress itself, than what directly relates to the celebration of "Arbor-day." In order, however, to indicate to the reader the high character and standing of citizens who participated, the names of many of those who served on the various committees are given in Note No. 10, which will be found in the back part of this book.

SUPERINTENDENT PEASLEE'S PLAN OF CELEBRATION ADOPTED

At a subsequent meeting, Colonel De Beck recommended that, on one day within the week of the Forestry Congress, public exercises be held in Eden Park; that a grand stand be erected for the speakers, over which should float from a high staff the American flag; that a band be engaged, and the various clubs, civic societies, military organizations, and citizens generally, be invited to march in procession to the Park.

While the Colonel was speaking, the thought of the celebration of Authors' Birthdays flashed into my mind, and with it came the idea that it would be a beautiful and appropriate thing to carry this celebration feature into the Park, and have the school-children further honor American authors by planting and dedicating trees in their memory, with appropriate and attractive ceremonies. I thereupon arose and said: "Gentlemen, the idea of spending a day in Eden Park is a good one. I will take the public-school children into the Park on that day, and have them plant and dedicate trees to American authors, with literary and other exercises, after the plan of conducting Authors' Birthday celebrations in the schools."

This plan of celebration was greeted with ap-

plause, and was adopted with enthusiasm. It was afterwards decided to plant and dedicate trees to the pioneers of Cincinnati, to the Presidents of the United States, to distinguished persons of the city who had passed away, and to soldiers. It was also decided to call the respective groves thus planted "Authors' Grove," "Pioneer Grove," "Presidents' Grove," "Citizens' Memorial Grove," and "Battle Grove."

GOVERNOR FOSTER ISSUES A PROCLAMATION

A few weeks before the day of celebration, and in order, if possible, to induce other places in Ohio to celebrate in a similar manner on that day, the projectors of the Congress, through a committee appointed for the purpose, requested the State Legislature to pass a joint resolution, which the committee had prepared, authorizing the governor to issue a proclamation appointing the last Friday in April of each year as "Arbor-day." The resolution was adopted by the Ohio Legislature on March 18, 1882.

In accordance with the resolution, the proclamation was issued by Governor Foster, designating April 27, 1882, as "Arbor-day," and calling upon the people of the State to devote the day to tree-planting. A circular, prepared by Dr. Leuè and myself, explaining the manner in which the cele-

bration should be conducted, and calling upon the public schools and the people in general to celebrate "Arbor-day," was sent to all the newspapers of the State, with request to publish.

BOARD OF EDUCATION AND BOARD OF PUBLIC WORKS TAKE ACTION

The Board of Education decided, by a unanimous vote, to dismiss the schools for two days, April 27th and 28th, thus giving teachers and pupils an opportunity of participating in the celebration of memorial tree-planting in Eden Park, and of attending the remaining exercises of the Congress. At the request of the superintendent of schools, the Board of Public Works set apart about six acres in Eden Park for "Authors' Grove," and placed the same under his charge. The employees of the park were also placed under his charge. Indeed, as a matter of fact, all the groves, except Battle Grove, were in my care, and I spent the greater part of two weeks in Eden Park, in preparing the grounds and planting the trees previous to "Arbor-day." Battle Grove was in charge of Colonel A. E. Jones. The west half of this grove consists of beautiful oaks which the Colonel previously brought from Valley Forge and planted, and which he dedicated on "Arbor-day" to the heroes of the campaign of 1777.

AUTHORS SELECTED, AND THE SCHOOLS BEGIN PREPARATIONS

In the meantime a meeting of the principals[11] of the schools and of the special teachers was called by the superintendent, at which an author was selected in whose honor or memory each of the schools, and each of the special departments of Music, Drawing, and Penmanship, should plant a group of trees. (The idea of planting a group to each author was suggested by Superintendent Strauch, of Spring Grove Cemetery.)

Selections on trees and forestry from various authors were sent to the several schools, to be memorized by the pupils; also, information concerning historic trees of our country, and many facts of history giving the effects upon climate, soil, productions, etc., both of the destruction and renewal of forests were given them. These, and the talks to which reference has been made, formed the basis of compositions in the upper grades. In addition to the above, the teachers gave biographical sketches of their respective authors.

Under the direction of Dr. Leuè, the boys in a number of the schools were organized into companies under the name of "Forest Cadets;" as the "Emerson Forestry Cadets," of Hughes High School; the "Longfellow Forestry Cadets," of

the Eleventh District School; the "Holmes Forestry Cadets," of the Twenty-second District and Intermediate School. The girls, and the boys not organized into companies, were called "Foresters," as the "Whittier Foresters," the "Franklin Foresters," and so on.

THE PROCESSION AND THE PART TAKEN BY PUPILS IN THE ACTUAL PLANTING

Early in the afternoon of the 27th of April, the Forestry Cadets, and such of the Foresters as preferred to do so (the majority of the others went to the[12] Park in the forenoon), joined the great procession composed of military and civic societies and of citizens generally, accompanied by carriages containing the officers of the Congress, distinguished visitors and invited guests, marched to the music of military bands to the grand stand on the east ridge of Eden Park. Here the procession was disbanded, and the people repaired to the several groves.

That the part taken by the pupils in the actual planting may not be misunderstood, it should be stated here that the trees were set out by experienced tree-planters previous to "Arbor-day," as before indicated, and that the pupils imitated the planting by filling around the trees soil left in heaps for this purpose.

AUTHOR'S GROVE, EDEN PARK, CINCINNATI

Planted by the Pupils of the Cincinnati Public Schools, April 27, 1882

THE CELEBRATION IN AUTHORS' GROVE

On "Arbor-day," Authors' Grove was distinguished from the others, Pioneer Grove, Presidents' Grove, Citizens' Memorial Grove, and Battle Grove (the celebration was going on at the same time in each of these groves; the exercises, however, were less elaborate, consisting only of the ceremony of throwing a little soil around the trees and of speeches of dedication), by a large blue flag placed near the center, and by small flags of the same color placed around the grove. At a given signal the pupils, upward of seven thousand in number, arranged themselves, each school around its special author's group, and the exercises began. In general, these exercises consisted of reading by the pupils their compositions on forestry; of reciting individually and in concert selections on trees; of giving brief biographical sketches of their respective authors; of declaiming extracts from their works; of reading letters from living authors and from representatives and friends of those who had passed away; of singing songs; of the ceremony of throwing the soil by each pupil, in turn, around the tree, and the ceremony of each in turn taking hold of the tree by the hand and repeating the words of dedication, always giving in full the name of the person to whom the tree or group was planted.

At the expiration of the time allotted to this part of the program, the pupils assembled around the grand stand, and, assisted by instrumental music, sang our national songs, "Woodman, Spare that Tree," "The Forest Hymn," by W. H. Venable, and other selections appropriate to the occasion, and listened to brief addresses by Dr. George B. Loring, Hon. Cassius M. Clay, Ex-Governor Noyes, General Durbin Ward, and others. After this, the pupils were dismissed to enjoy themselves in their own way in the great park. Thus ended what, perhaps, were the most important lessons the pupils ever received in a single day.

RALPH WALDO EMERSON DIES

It is a remarkable coincidence that the great poet and philosopher, Ralph Waldo Emerson, died on April 27, 1882, at the time the students of Hughes High School, under the direction of their principal, Dr. E. W. Coy, were planting a group of sugar maples and an elm-tree in his honor.

This fact is mentioned by Rev. Moncure D. Conway in the preface to his life of Emerson.

THE PLANTING OF THE "STEUBEN OAKS"

The planting of a group of oaks to General Von Steuben by the Tenth District School, under direction of the principal, Herman H. Rashig,

deserves special mention. The trees were sent to Judge Emil Rothe, who, together with his family, was present at the celebration exercises by the school. Judge Rothe, in a brief speech to the pupils, said:

"These oak-trees were kindly presented to me by Oberfoerster Richard Von Steuben, who takes a lively interest in the purposes of our Forestry Congress, and sincerely regrets that official duties prevent him from taking part in our deliberations and exercises. They came from the very heart of Germany, from the Saxonian country, from where Hengist and Horsa went to the British Isle to become the founders of a great empire and nation. These are true native German oaks, beautiful specimens of the holy tree of Asa Thor, the common symbol of all branches of the Teutonic race—the German, Scandinavian, Anglo-Saxon, and, the youngest but most thrifty and productive of all, the Anglo-American and German-American combined."

Another especially interesting event was the planting of an ash-tree to William Cullen Bryant by the Nineteenth District and Intermediate School, "the Woodburn School." This tree was sent by the daughters of the poet, Mrs. Parke Godwin and Miss Julia Bryant, from the Bryant homestead at Roslyn, Long Island, New York. The Bryant tree has flourished from the first in "Authors' Grove," and is a beautiful and appropriate monument to the author of "The Forest Hymn." The homestead is now (1899) owned by Herold Godwin, the grandson of William Cullen Bryant.

THE FIRST MEMORIAL GROVES PLANTED IN AMERICA

In the preface to a pamphlet prepared by me, entitled "Trees and Tree-planting, with Exercises and Directions for the Celebration of 'Arbor-day,'" Judge Warren Higley, ex-president of the Ohio State Forestry Association and of the American Forestry Congress, referring to the before-mentioned groves, says truly: "These are the first memorial groves ever planted in America—the first public planting of trees in honor and memory of authors, statesmen, soldiers, pioneers, and other distinguished citizens. They were planted and dedicated with loving hands and appropriate ceremonies. No sight more beautiful, no ceremonies more touching, had ever been witnessed in Cincinnati."

There were present on this occasion in Eden Park more than thirty thousand people—some estimates make the number fifty thousand—to participate in, or to witness, the first great celebration of memorial tree-planting on the continent.

CINCINNATI ARBOR-HAIN

On the day these groves were planted, the Royal Forest Academy of Tharandt, Saxony, the most renowned forestry school in the world, under the direction of the celebrated professor, Dr. F.

Judeich, planted, on "the Cincinnati Plan," near the famous grove of beech known as "Tharandt's Heilige Hallen," a grove of one hundred catalpa (*Catalpa speciosa*), dedicated it to "Cincinnati Arbor-day," and called it the "Cincinnati Arbor-Hain" ("Cincinnati Arbor Grove"). The trees were sent by Dr. Leuè, from Dr. John A. Warder's farm, North Bend, Ohio. The *Catalpa speciosa* is a purely American tree, described and named by Dr. Warder, and this is its first introduction into Europe.

"THE CINCINNATI PLAN" POPULARIZED "ARBOR-DAY"

The foregoing plan of planting and dedicating trees to distinguished persons, rightly named by Dr. B. G. Northrop "the Cincinnati Plan," was soon followed in every State in the Union and in the Dominion of Canada, and has crossed the Atlantic into England and the continent of Europe. It popularized "Arbor-day," whose object up to that time had been to plant trees for economic purposes, and which, from its origin in 1872, when it was inaugurated in the so-called treeless State of Nebraska by Hon. J. Sterling Morton, the governor, to 1882, had been adopted in but two other States—Kansas and Minnesota—States that embraced within their borders vast areas of

treeless lands, where forest-planting was looked upon by the people as an absolute necessity. Indeed, a day would not be set apart by the governor or Legislature of a State for the sole purpose of planting trees except in a so-called treeless State. In this connection the following passage from the Report of the Committee on Forestry Education to the American Forestry Congress, at its meeting at St. Paul, Minnesota, is quoted:

> "With increasing intelligence and general information among American teachers, we believe that they may do much unofficially to impart a love of trees and habits of observation. An 'Arbor-day' designed for school-children, as in Ohio, is a valuable educational means, though quite different from 'Arbor-day' designed for forest plantations, as in Nebraska and Minnesota."

That I may not be understood as underestimating the importance, to such States as Nebraska, Kansas, and Minnesota, of an "Arbor-day" instituted for forest planting, I have to say that I yield to no one in my appreciation of the "Nebraska Arbor-day." The magnificent scale on which the people carried out Governor Morton's design, as evinced by the fact that on the first "Arbor-day," according to the official reports, more than 12,000,000 trees were planted in Nebraska, challenges the admiration of every lover of his country.

STEUBEN OAKS IN EDEN PARK

See Page 116

"ARBOR-DAY" CELEBRATION OF 1883

Early in the year 1883 it occurred to me that several groups should be marked in some permanent way, so that not only the children who participated in the exercises, but those who are to follow them in the schools, and all other persons who may visit "Authors' Grove," may know in whose honor or memory each group was planted. I felt that the grove, thus marked, would be in itself an important educator; that many, seeing the names of the great authors in American literature recorded there, would be induced to seek further information concerning their lives and writings.

I consulted the principals and the special superintendents of Drawing, Music, and Penmanship, and they, with one exception, coincided with my views. Having decided to mark the groups, the question arose as to the best way of doing it. Professor Strauch and other specialists were consulted, and it was decided to place a granite "marker" at each group, on which should be cut, in raised letters, the name of the author and of the school planting the group. These stones, not less than eight inches square on top, and standing about four to six inches above ground and eighteen to twenty below, were placed in position just before last "Arbor-day." The cost of these markers was eight dollars

and fifty cents each, and the money for the payment of the same was raised by subscription.

INSCRIPTIONS ON THE GRANITE MARKERS

The inscription on each of the several stones (fifty in number) is as follows. The form of the inscription is given in the first only:

EMERSON.
Emerson died the very day these trees were planted in his honor.
HUGHES HIGH SCHOOL.

Everett—Woodward High School; Gallagher—Normal School; Woodworth—"The Old Oaken Bucket"—Drawing department; F. S. Key—"The Star-spangled Banner"—Music Department; Draper—Penmanship Department; Agassiz—First Intermediate School; Whipple—First Intermediate School; Bayard Taylor, Horace Greeley, and George D. Prentice—Second Intermediate School; J. T. Headley, Stedman, and Lucy Larcom—Second Intermediate School; Bancroft—Third Intermediate School; Worcester—Third Intermediate School; Cooper—Fourth Intermediate School; Noah Webster—Fourth Intermediate School; G. W. Cutter—First District School; Drake and Percival—Second District School; J. J. Piatt and Mrs. S. M. B. Piatt—Third District School; Prescott—Fourth District School; Irving

—Fifth District School; T. B. Read—Sixth District School; J. G. Holland—Eighth District School; Willis—Ninth District School; Franklin —Tenth District School; Steuben, German oaks from the forests of Saxony—Tenth District School; Longfellow — Eleventh District School; Alice Cary and Mrs. Sigourney — Twelfth District School; Phœbe Cary—Thirteenth District School; Poe—Fourteenth District School; Lowell—Fifteenth District School; Hawthorne — Sixteenth District School; Motley — Seventeenth District School; Horace Mann — Eighteenth District School; Bryant — Nineteenth District School; George P. Morris, "Woodman, spare that tree" —Twentieth District School; Webster—Twenty-first District School; Holmes — Twenty-second District School; Sealsfield (Karl Postal)—Twenty-third District School; Fields—Twenty-fourth District School; Thoreau — Twenty-fifth District School; Whittier—Twenty-sixth District School; Howells—Twenty-seventh District School; Halleck—Twenty-eighth District School; Stoddard—Price Hill School; Sparks—Mornington School; Phillis Wheatley—Colored Schools; Mrs. H. B. Stowe—Gaines High School (colored); Sumner—Eastern and Walnut Hills Schools (colored); Lossing—Schools; John Howard Payne, "Home, Sweet Home" — Office of Superintendent of Schools; W. H. Venable—The Chickering In-

stitute. No "marker" was placed at the group planted in 1882 to Richard Henry Dana and Richard Henry Dana, Jr.

This year, Authors' Grove was extended by planting trees to Louise M. Alcott, Charles Dudley Warner, Edward Everett Hale, Margaret Fuller, Charles Carleton Coffin, Charles Sprague, William Gilmore Simms, Henry T. Tuckerman, William W. Fosdick, Cincinnati poet, recognized at the time as the "City Laureate," Coates Kinney, author of "Rain on the Roof," General W. H. Lytle, Cincinnati poet, author of "Antony and Cleopatra," and Thomas S. Grimke.

DESCRIPTION OF THE CELEBRATION, BY MRS. HARDACRE

In giving a description of this celebration, Mrs. Emma P. Hardacre, in one of the Cincinnati morning papers, says:

"The east ridge of the park was thronged with associations planting tablets to the memories of the Presidents of the United States, the heroes of Valley Forge, the pioneers of Cincinnati, in their respective groves, while the northern projecting slope of the ridge was occupied by fully 17,000 children in honoring 'Authors' Grove.' Viewed from the summit of the ridge, immediately west, the sight was one of the most animating ever brought before the eyes of Cincinnatians. The entire ridge, nearly a third of a mile in length, was occupied by

those persons taking part in the first-named ceremonies, while the slope designated, was occupied by a dense mass of gayly-dressed children in active motion over the surface of about six acres, and whose voices, wafted across the deep hollow to the western ridge, sounded like the chattering from a grove full of happy birds. The eastern slope of the ridge was occupied by 1,500 or 2,000 spectators, who, reclining on the green spring sod of the grassy slopes, quietly surveyed the scene at a distance."

The special feature of the celebration of 1883, was the reception by the Twenty-fourth District and Intermediate School of the Autograph Manuscripts of twelve American Authors, a valuable and appropriate present of Mrs. Annie Fields, of Boston. A history of these manuscripts is given elsewhere.

SENTIMENT OF THE SCHOLARS IN REGARD TO TREES

The sentiment of the scholars in regard to trees, which is one of the direct results of the celebration, is clearly shown by the fact that though there were thousands of children in Eden Park on Arbor-day of both years, not one injured a tree in any manner. In contrast to this, a prominent writer in one of the leading journals of England, in an article strongly advocating the adoption, by the public schools of Great Britain, of "the Cincinnati Plan" of celebrating tree-planting, said that in Epping Park, on every public holiday, the au-

thorities employ a large force of special policemen to keep the people from wantonly injuring and destroying trees, and that, notwithstanding all the care and precaution taken to prevent it, trees are mutilated on all the public occasions

CELEBRATION OF 1884

In order to assist the principals and teachers of the public schools in making the necessary preparation for the school celebration which took place in "Authors' Grove," April 30, 1884, I prepared the sixty-four-page pamphlet, to which reference has been made, in two parts, for use in the schools. Part I contains many warning lessons from history of the disastrous effects which followed the destruction of forests; also examples of the beneficial effects of tree-planting and forest preservation; articles on "Forest Management in Other Countries;" "How Moisture is Retained by Forests;" "Effects on Water-supply of Rivers and Brooks;" "Floods;" "Heathfulness of Forests;" "Mechanism of a Tree;" "Proportionate Area of Woodland;" "Roadside Trees;" "Famous Trees;" "How to Plant Trees;" "Arbor-day;" "Destruction of Forests in Ohio and Other States;" "Profits of Forest Culture;" "Constitution of Village Improvement Societies." Part II contains selections on trees in prose and poetry for

recitation. Five thousand copies of the pamphlet[13] were printed under the auspices of the Ohio State Forestry Association, and distributed, free of cost, to the Cincinnati teachers, and sent to superintendents of schools in many places in Ohio and other States. Our teachers made excellent use of the information furnished them, and a splendid program for each school was the result. On Arbor-day every school was represented, and upwards of twenty thousand children took part in the celebration.

NAMES OF AUTHORS TO WHOM TREES WERE PLANTED IN 1884

In addition to filling up former groups by planting trees in the places of those that died, trees were planted in honor and memory of the following authors:

Alden, W. L., author of "History of Rome for Young People;" Alden, Mrs. Isabella, "Pansy Books;" Aldrich, Thomas Bailey; Allibone, S. Austin, "Dictionary of Authors;" Banvard, Joseph, works on early American history; Boker, George H.; Bolton, Sarah T., Western poet; Bonner, John, "A Child's History of the United States," "of Greece" and "of Rome;" Butterworth, Hezekiah, "Zigzag Journey" books; Carleton, William, "Farm Ballads;" Champlin,

John D., Jr., "Young Folks' Cyclopædia of Common Things"—Champlin's works should be found in every school; Cheney, Mrs. C. Emma, "Young Folks' History of the War;" Child, Mrs. Lydia Maria, one of the pioneers of juvenile literature of this country; Clark, Rebecca S. (Sophie May), author of "Prudy Stories;" Diaz, Mrs. Abby May, "William Henry Letters;" Dodge, Mrs. Mary Mapes, editor of St. Nicholas and author of "Hans Brinker," "Donald and Dorothy," etc.; Douglas, Miss Amanda M., "Kathie Stories;" Duyckinck, Evert A. and George L., authors of "Duyckinck's Cyclopædia of American Literature," the greatest work on the subject—every school should be supplied with a copy; Eddy, D. C., "Walter's Tour in the East," "Rip Van Winkle's Travels in Europe," etc.; Eggleston, Edward, "Hoosier Schoolmaster," with his sister Lillie Eggleston Lyle, wrote a number of Indian biographies; Eggleston, George Cary, brother of Edward, "Big Brother Series," "How to Educate Yourself;" Findley, Martha (Martha Farquharson), "Elsie" books; Gilman, Arthur, editor of many books for young folks; Goodrich, Samuel G. (Peter Parley), the father of American juvenile literature; Hale, Mrs. Sarah J., "is known all over the land for her lifelong efforts to promote the intellectual elevation of her sex;" Haven, Mrs. Alice B. (Cousin Alice); Hart, John S., author of manuals of Amer-

ican and English literature; Higginson, Thomas W., editor of "Young Folks' Book of American Explorers," "Young Folks' History of the United States;" Hill, George C., author of a series of American biographies for young folks; Jackson, Helen Hunt (H. H.), poet and prose writer; Johnson, Rossiter, "History of the Old French War" and other books for the young; Kellogg, Elijah, author of books for boys and of the speech of "Spartacus to the Gladiators;" Knox, Colonel Thomas W., "Boy Traveler" series; Ladd, Horatio O., "History of the War with Mexico;" Lanier, Sidney, "Boy's King Arthur," etc.; Lippincott, Mrs. Sara J. (Grace Greenwood), author of a number of most excellent books for boys and girls—the latest is "Life of Queen Victoria;" Lodge, Henry C., "English Colonists in America;" Lothrop, Mrs. H. M. (Margaret Sidney), has written a number of fine books for young people; McGuffey, W. H., author of our school readers; Markham, Richard, editor of the "Chronicle of the Cid," and author of "King Philip's War," "Colonial Days;" Monroe, Mrs. Lewis B., "The Story of our Country;" Moulton, Mrs. Louise C., has written four or five fine volumes for little folks; Nordhoff, Charles, formerly of Cincinnati, author of "Politics for Young Americans;" Ober, Fred. A., "Travels in Mexico," "Young Folks' History of Mexico;" Parkman, Francis, has made himself authority on

all that is connected with the early settlement of the West; Parton, James, author of many biographies of prominent men; Parton, Sarah Willis (Fanny Fern), sister of N. P. Willis—one of her books is "Little Ferns for Fanny's Little Friends;" Peebles, Mrs. M. L. (Lynde Palmer), "has written some admirable stories, which are among the best of their kind;" Ward (Phelps), Mrs. Elizabeth Stuart, "Gypsy Breynton" series—"the 'Trotty Book' is one of the most charmingly natural sketches in infantile literature;" Powell, Thomas, "Living Writers of England" and "Living Writers of America;" Prentiss, Mrs. Elizabeth ("Aunt Susan"), another favorite of the little ones; Ray, Joseph, author of "Ray's Mathematical Series;" Richardson, Mrs. Abby (Sage), author of a delightful history of our country, dedicated to her boy, and of stories from English poetry; Saxe, John G.; Scudder, Horace E., editor of many attractive books for the young; Richardson, Charles F., "Primer of American Literature," "On the Choice of Books;" Spofford, Mrs. Harriet (Prescott), "Her writings manifest a supreme sense of beauty; . . . they show, also, a wide range of reading, especially of poetry, a knowledge of human nature," etc.; Stockton, Frank R., contributor to periodical juvenile literature and author of juvenile works; Stoddard, W. O., "Among the Lakes," and other excellent juveniles; Thaxter,

Mrs. Celia, has written poems for children, "Among the Isle of Shoals," and other works; Thayer, William M., "Tanner Boy" series, including lives of Washington and Garfield; Towle, George M., "Young Folks' Biographies of Early Explorers;" Trowbridge, J. T.; Tuthill, Mrs. Louisa C., has had great success in writing books for the young; Underwood, Francis H., author of a work on English and one on American literature, also of several biographies; Watson, Henry C., author of a number of works on early American history; Westlake, J. W., "Common School Literature," an excellent little work; Whitney, Mrs. A. D. T. —"Mrs. Whitney's 'Leslie Goldthwait' is a lovely picture of young girlhood, which the author has illustrated in several other stories;" Wilson, James Grant, author of several biographical works, including lives of Bryant and Halleck; Woolsey, Mrs. Sarah C. (Susan Coolidge), another favorite author for little folks; Timothy Flint, author of "Recollections of the Mississippi Valley."

Comparatively very little of the writings of the authors to whom trees were planted in "Authors' Grove," previous to this year, 1884, is adapted to children in the lower grades of our schools.

Feeling that more should be done in the direction of the little ones, I requested Mr. H. P. Skinner to assist me in making out a list of authors

whose works the teachers of the district, as well as those of the intermediate and high schools, could judiciously recommend their pupils to read, and to whom the schools would be justified in planting and dedicating trees in "Authors' Grove." The names of the authors thus selected, with others, appear above. The list, though by no means complete, is certainly suggestive of the great amount of good literature that has been written for young folks in this country. The works of all these authors are accessible to the pupils through our Public Library, and would be taken out and read and re-read by the children, if the teachers would take a little time and pains to acquaint them with the titles and contents of these books, and familiarize them with the names of the authors. (Fifty-fifth Annual Report.)

THE SCHOOL CELEBRATION OF 1885 HELD IN THE SCHOOLHOUSES

Early in 1885, articles began to appear in the public press attacking the "Cincinnati Plan" of celebrating "Arbor-day" by saying that there is too much sentiment in it; that what is wanted is not "sentimental forestry," but "practical tree-planting." "Arbor-day" of this year fell on April 24th, six days earlier than in the year previous—too early, I feared, to make it advisable to take the children into the Park; and as the advo-

cates of so-called "practical" tree-planting were unwilling to have the celebration postponed to a later date, I decided that, rather than to have two separate celebrations in Eden Park in the same year, it would be better to hold the school celebrations in the schoolhouses or upon the school-grounds, but left the principals free to take their pupils into the Park on "Arbor-day" if they so desired. The Eleventh and the Fourth District Schools did so, but the remaining schools celebrated the day in their respective schoolhouses and school-yards. This gave the opponents of our plan of celebrating "Arbor-day" an excellent opportunity to see what they could do to interest the people and make their part of the celebration a success. They tried it. The result was a failure. The few hundred people who went to the Park took little or no interest in "practical tree-planting." Why should they? They knew that there were already too many trees in the Park; that it would be far more practical to cut out many that were there than to plant others; and in the actual planting of trees, our city people took little more interest than they would have taken in the setting of a post. From that day to this, I have never heard a word against "the Cincinnati Plan" of celebrating "Arbor-day," nor have I ever known of a second attempt to publicly celebrate "Arbor-day" by "practical tree-planting" in Eden Park or elsewhere in the State, although

there have been a dozen Arbor-days since that date.

In 1885, as above stated, the "Arbor-day" celebration by the schools took place in the schoolhouses and upon school-grounds; but in 1886 the children again went to the Park, and a grand Tree Festival was held in "Authors' Grove," but on the first Friday in May, as bad weather had made it unadvisable to take the children to the Park on "Arbor-day."

Since my retirement from the superintendency, "Arbor-day" has been celebrated annually by the schools, but invariably in schoolhouses, as in 1885.

CELEBRATIONS AROUND THE TREES MORE EFFECTIVE

But tree celebrations held within the walls of schoolrooms, although they are to be highly commended, are neither so attractive nor impressive as tree festivals held in the free air around the beautiful trees themselves; and yet the custom of holding "Arbor-day" celebrations within doors is becoming yearly more universal. This is chiefly due to the fact that the days designated by the governors of the States are usually a little too late in the spring to plant trees, and not late enough to make it safe to take children into the parks and groves, where, after the celebration exercises are over, they may enjoy themselves on the greensward.

As it now is, comparatively few schools in the State celebrate "Arbor-day," and the most of those that do, do it in the school-buildings; and as the day is scarcely observed at all outside of the schools, I recommend to the Legislature of Ohio the importance of authorizing the governor to designate the first or second Friday in May as Tree-Festival Day—or "Arbor-day"—and to call upon the schools and citizens generally to observe the day.

Why should not such a day become as popular in Ohio as "May-day" in England? My experience leads me to believe that it would.

Extracts from Addresses

Having completed this article as far as it especially relates to the celebration of "Arbor-day" in the Cincinnati public schools, I now present as supplementary thereto a few extracts from an address entitled "School Celebration of Arbor-day," read before the Superintendents' Section of the National Educational Association, in Washington, D. C., in 1884, and from one entitled "Tree-planting and Arbor-day Celebrations," delivered before the Wisconsin Horticultural Society, in Madison, Wisconsin, in 1889.

TREE-PLANTING AND FORESTRY IN GERMANY

First and foremost of all nations of the earth in this great work stands Germany. "The progress made by Germany in tree-planting," says Mr. Phipps, of Canada, the renowned writer on forestry, "is but a part of her general progress. The credit is given to the Great Frederick. It was part of the national policy of his day which raised Prussia from a small power to a great one; and to the energetic continuation of that policy, Germany owes Sadowa and Sedan. By this foresight, vast armies have been maintained where once the scanty deserts would not nourish a flock of goats, and successive regiments of hardy soldiers have poured forth from a fertile soil where, two hundred years ago, the rugged *débris* of winter torrents, the thorn and the thistle, overspread a thirsty and impoverished land."

Germany to-day presents not only a model of systematically planting thousands of acres of trees, but an admirable system of forest management. "Here forest culture," says the Encyclopædia Britannica, "is almost as carefully conducted as field tillage."

In Prussia alone there are ten million acres of forests directly under State management. The State forests are divided into periods and blocks,

and as year by year certain periods end, the forests are cut. The land, where desirable, is then devoted to agriculture for a few years, after which it is again planted with trees; but where it is not fitted for agricultural purposes, it is kept continually in forests by taking care that there is a good stock of self-sown trees before the old crop is entirely removed. The annual income of these forests is $14,000,000, and, after paying all expenses, including the salaries of 3,784 foresters (officers and overseers) and the wages of thousands of laborers, there is left a net profit of $6,500,000. In Saxony there are four hundred thousand acres of State forests, yielding a profit of $1,250,000 annually; in Bavaria, three million acres, worked by the State at a profit of $4,500,000; and so on throughout the German Empire. But the profits of forest culture, large as they are, are of little importance in comparison with all the other benefits which Germany derives from her forests. Nearly every country of Europe has large areas in systematically-planted forests under the direct control of the Government. Besides, the importance of forestry has led each of the following countries—Italy, Denmark, Austria, Germany, France, Russia—to maintain one or more schools of forestry, with great experimental stations attached, where young men are educated in the science of forest culture.

PUBLIC SENTIMENT MUST BE CREATED

But, you say, these countries have monarchical forms of government. The few have absolute power, and are therefore able to make the necessary provisions for the restoration and conservation of forests; but in a republic the people are the source of authority, and as they do not see the dangers that threaten them, the necessary legislation can not be had. You are right. Laws will not be enacted in advance of the general sentiment of the people. What must be done? Educate the people. Impress the people with the great importance of the subject. The time has come when the people must be awakened to the importance of preserving the forests and of planting trees; for many parts of our country are now suffering the terrible consequences of this neglect. "The wealth, beauty, and healthfulness of the country," as Whittier justly says, "largely depend upon the conservation of our forests and the planting of trees." How can these truths be impressed most effectively upon the minds of our people? In the first place, forestry associations should be organized in every city, town, village, and school district in the country, whose object shall be to plant trees along the streets, by the roadsides, in parks and commons, around public buildings, in waste places; to dis-

tribute information in regard to trees and forestry among the people; and to encourage tree-planting in every way possible. These associations, in conjunction with the public schools should hold tree festivals or "Arbor-day" celebrations.

The schools are thoroughly organized, and organization assures success of the celebrations; and as parents, relatives, and friends, indeed everybody, is interested in the exercises of the children, so the whole community is awakened. Again, there is nothing truer than the old German proverb, "What you would have appear in the nation's life, you must first introduce into the public schools."

LET MEMORIAL GROVES BE PLANTED

The most important thing to be gained by the celebrations is not the number of trees planted, but the instilling into the minds of children and older persons correct sentiments in regard to trees, and to the storing their minds with information relating to trees and forests, and to the distinguished persons in whose honor and memory each tree or group is planted and dedicated; for I would have all the trees around which the celebrations take place dedicated to great authors, statesmen, soldiers—in brief, to famous men and women, whose lives have reflected honor upon our

country; to the pioneers and distinguished citizens of each township, village, or city; and thus "make trees," as Holmes says, "monuments of history and character." In every city and town, where sufficient ground can be obtained, either in public parks or elsewhere, I would have memorial groves planted, and the "Arbor-day" or tree-festival exercises take place in them. Let there be a "Pioneers' Grove," in which all citizens, young and old, shall annually join in paying just tribute to the memory of those who endured the hardships and privations of a pioneer life.

> "They vanish from us, one by one,
> In death's unlighted realm to sleep;
> And O! degenerate is the son
> Who would not some memorial keep!"

Let there be an "Authors' Grove," in which the school children shall honor, by living monuments, the great men and women in literature, so that, while they learn to love and care for trees, they will at the same time become interested in the lives and writings of distinguished and worthy authors. Let there be a "Soldiers' Grove," devoted to the memory of our patriotic dead. Yes,

> Plant beautiful trees in name of those
> Whose memory you revere;
> More beautiful still will they become
> With each revolving year.

TREE MONUMENTS

Have you never thought what monuments the trees, monarchs of the vegetable world, become? They are more durable than marble itself. Their grandeur will challenge the admiration of the beholders when the coeval marble monument at their base will lie in ruins, defaced by age and crumbling into dust. Think of it! The life of an oak is two thousand years; that of the elm, from three hundred and fifty to five hundred years,—and there are living to day, trees whose age is estimated at more than five thousand years; while marble, exposed to air and water, and subject to the changes of heat and cold, scarcely holds its own a generation, and frequently crumbles to pieces in seventy years. Well may the great historian, Benson J. Lossing, say: "What conqueror in any part of life's broad field of battle could desire a more beautiful, a more noble, a more patriotic monument than a tree, planted by joyous children as a memorial of his achievements? What earnest, honest worker, with hand and brain for the benefit of his fellow-men, could desire a more pleasing recognition of their usefulness than such a monument, a symbol of his or her own production, ever growing, ever blooming, and ever bearing wholesome fruit?" (See letter.)

CELEBRATIONS WOULD LEAD TO BEAUTIFYING OUR CITIES AND TOWNS

Have you never thought how our homes, our villages, our towns and cities, are enriched and beautified by trees? We are to-night in one of the most beautiful little cities (Madison, Wisconsin) on the continent of America. What has made it so? I need not answer that question. It is on the tongue of every member of this audience—the trees! Who can visit Detroit in summer without exclaiming, "O, how beautiful!" What has made it so? *The trees!* Trees not only beautify our homes and make them more healthful, attractive, and valuable, but they indicate refinement, enterprise, and culture.

Should the celebration of planting memorial trees become general in our country, the time would not be far distant when such a public sentiment would be formed as would lead to beautifying, by trees, of every city, town, and village in the United States, as well as the public highways, church and school grounds, and the homes of the people in the country. In truth, within the next twenty-five years the general aspect of many parts of our country would be changed, as have been many places in the State of Connecticut, through the efforts of Dr. B. G. Northrop. Pastor Ober-

lin, after whom Oberlin College, in Ohio, is named, required each boy and girl, before he would administer the ordinance of confirmation, to bring a certificate that he or she had planted two trees. If but the youth of our country could be led to plant their two trees each, how, by the children alone, could our country be enriched and beautified in the next fifty years!

TREE-PLANTING FOSTERS A LOVE FOR TREES AND TREE-CULTURE

The trees which children plant will become dearer to them as year after year rolls on. As the trees grow and their branches expand in beauty, so will the love of them increase in the hearts of those by whom they were planted and watched over in youth; and long before the children reach old age they will almost venerate these green and living memorials of youthful and happy days, and as those who have loved and cared for pets will ever be the friends of our dumb animals, so they will ever be the friends of our forest-trees. From the individual to the general, is the law of our nature. Show me a man who in childhood had a pet, and I'll show you a lover of animals. Show me a person who in youth planted a tree that has lived and flourished, and I'll show you a friend of trees and of forest-culture.

In this I speak from personal experience. The pets I had when a child made me a lover of animals. The trees I planted and cared for in youth, made me a friend of trees and of forest-culture.

THE CARY TREE

In 1832, when Alice was twelve years old, and Phœbe only eight, as these little girls were returning home from school one day, they found a small tree, which a farmer had grubbed up and thrown into the road. One of them picked it up, and said to the other, "Let us plant it." As soon as said, these happy children ran to the opposite side of the road, and with sticks—for they had no other implements—they dug out the earth, and in the hole thus made they placed the treelet; around it, with their tiny hands, they drew the loosened mud, and pressed it down with their little feet. With what interest they hastened to it on their way to and from school, to see if it were growing; and how they clapped their little hands for joy when they saw the buds start and the leaves begin to form; with what delight did they watch it grow through the sunny days of summer; with what anxiety did they await its fate through the storms of winter, and when at last the long-looked for spring came, with what feelings of mingled hope and fear did they seek again their favorite tree!

But I must not pursue the subject further. It is enough to know that, when these two sisters grew to womanhood and removed to New York City, they never returned to their old home without paying a visit to the tree that they had planted, and that was scarcely less dear to them than the friends of their childhood days. They planted and cared for it in youth; they loved it in age. The tree is the large and beautiful sycamore which one sees in passing along the Hamilton turnpike from College Hill to Mt. Pleasant, Hamilton County, Ohio.

OLD LIBERTY ELM

It was the custom of our New England ancestors, in the early settlement of our country, to plant trees and dedicate them to liberty. Many of these liberty trees, consecrated by our forefathers, are still standing. I remember, when a boy, the interest I felt in "Old Liberty Elm," that then stood in Boston. That old tree was planted by a schoolmaster long before the Revolutionary War, and dedicated by him to the independence of the Colonies. Around that tree, before the Revolution, the citizens of Boston used to gather to listen to the advocates of our country's freedom; around it, during the war, they met to offer up thanks and supplications to Almighty God for the success of the patriot armies; and after the terrible struggle

had ended, the people were wont to assemble from year to year in the shadow of that old tree, to celebrate the liberty and independence of our country. It stood there till within a few years, a living monument of the patriotism of the citizens of Boston. The sight of that tree awakened patriotic emotions in every true American heart; and when at last that old tree fell, the bells in all the churches of Boston were tolled, and a feeling of sadness spread over city and State. Even in Ohio, there were eyes that moistened with tears when the news came that "Old Liberty Elm" had fallen in a storm. Such was the veneration in which it was held.

WASHINGTON ELM

Another of these "Liberty Elms" now stands in Cambridge, Mass. Under the shade of this venerable tree, Washington first took command of the Continental army, July 3, 1775. How the affection of every lover of his country clings around that tree! What care has been taken of it, what marks of esteem have been shown it by the citizens of Cambridge, may be judged by those who have seen it standing, as it does, in the center of a great public thoroughfare, its trunk protected by an iron fence from injury from passing vehicles, which, for more than a century, have turned out in deference to this monarch of the Revolution.

WASHINGTON ELM, CAMBRIDGE, MASS.

"WOODMAN, SPARE THAT TREE"

In looking up material for the already mentioned pamphlet on "Trees and Tree-planting," I unexpectedly ran across a volume in the Public Library containing a copy of the letter of General George P. Morris to a friend, dated New York City, February 1, 1837, in which the author gives a minute account of how he came to write the poem.

The poem is one that had been extensively used in the preceding "Arbor-day" celebrations, and had become a great favorite in the schools, on account of the sentiments it contains, and the simple and attractive style in which it is written, and as the author's explanation throws light upon the poem, and gives to it an added interest, I wrote out the substance of the letter and published it for the schools.

The verses, together with the history of their origin, are reproduced here as a fitting conclusion of this article, for they express, in a touching and pleasing manner, the sentiments I have endeavored to inculcate by it.

The substance of the letter is as follows: Riding out of town a few days since, in company with a friend, an old gentleman, who had spent many years in travel in foreign countries, he invited

me to turn down a little woodland pass, not far from Bloomingdale. "Your object?" inquired I. "Merely to look once more at an old oak tree planted by my grandfather long before I was born, under which I used to play when a boy, and where my sisters played with me. There I often listened to the good advice of my parents. Father, mother, sisters—all are gone; nothing but the old tree remains;" and a paleness spread over his fine countenance, and tears came to his eyes. After a moment's pause, he added: "Do n't think me foolish; I do n't know how it is, I never ride out but I turn down this lane to look at that old tree. I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend." These words were scarcely utttered when the old gentleman cried out, "There it is." Near the tree stood a man with his coat off, sharpening an ax. "You 're not going to cut that tree down, surely." "Yes, but I am, though," said the woodman. "What for?" inquired the old gentleman with choked emotion. "What for? I like that. Well, I tell you, I want the tree for firewood." "What is the tree worth to you for firewood?" "Why, when down, about $10." "Suppose I should give you that sum," said the old gentleman, "would you let it stand?" "Yes." "You are sure of that?" "Positive." "Then give me a bond to that effect." We went into the little cottage in

which my companion was born, and which is now occupied by the woodman. I drew up the bond. It was signed, and the money paid over. As we left, the young girl, the daughter of the woodman, assured us that while she lived the tree should not be cut. These circumstances made a strong impression on my mind, and furnished me with the materials for the song I send you:

Woodman, spare that tree!
  Touch not a single bough!
In youth it sheltered me,
  And I'll protect it now.
'T was my forefather's hand
  That placed it near his cot;
There, woodman, let it stand;
  Thy ax shall harm it not!

That old familiar tree,
  Whose glory and renown
Are spread o'er land and sea,
  And wouldst thou hew it down?
Woodman, forbear thy stroke!
  Cut not its earth-bound ties;
O, spare that aged oak,
  Now towering to the skies!

When but an idle boy,
  I sought its grateful shade;
In all their gushing joy,
  Here, too, my sisters played
My mother kissed me here;
  My father pressed my hand—
Forgive this foolish tear,
  But let that old oak stand.

My heart-strings round thee cling,
  Close as thy bark, old friend;
Here shall the wild-bird sing,
  And still thy branches bend.
Old tree! the storm still brave!
  And woodman, leave the spot;
While I 've a hand to save,
  Thy ax shall harm it not.

Decorated Manuscripts of American Authors

151

DECORATED MANUSCRIPTS OF AMERICAN AUTHORS

Perhaps no more important addition to works of art has been made in this country during the past year (1884) than that of the Decorated Manuscripts of American Authors, for the Twenty-fourth District School of Cincinnati.

These manuscripts, consisting of original poems, letters, and other prose writings, of twelve of our authors—Bryant, Lowell, Prescott, Emerson, Hawthorne, Longfellow, Holmes, Whittier, Willis, Agassiz, James T. Fields, and Mrs. Annie Fields—have been exquisitely decorated by the artist, E. D. Grafton, of this city. In order not to distract attention from, but to call attention to, the autographs, the artist had made deep mats, containing beveled-edged openings, behind which the manuscripts are placed. The decorations are all on the white surface of the mats surrounding the manuscripts. "They are," says a distinguished artist, "the most unique and beautiful thoughts of the kind I have ever seen; not illustrating any of the text—for that, in this case, would be impossible—

but simply adding truthful portraiture and landscape attractions, such as may properly belong to each, together with such floral and arabesque ornamentation as the artist's pencil suggested." It is impossible to give any description that would convey to the reader a true idea of the originality of design and beauty of execution of these works of art. In the language of another, "They are *Graftonesque*, and when we say that, we say that they are the embodiment of beauty, as is everything that comes from his hand."

So important do I consider these autographs and manuscripts that a brief history of them is given here, that future generations of our youth may know how these valuable gifts came into their possession.

In the spring of 1882, after I had decided to have the schools plant a grove of forest trees in Eden Park on "Arbor-day," in honor and memory of American authors, the several principals were called together to make their selections of authors. Principal R. C. Yowell, of the Twenty-fourth District School, selected James T. Fields, and that school planted and dedicated a group of beautiful oaks in the poet's memory on "Arbor-day," April 27, 1882, and, on the first anniversary of the day, designated the group by a granite "marker." In gratitude to the school that thus honored the memory of her late husband, Mrs. Fields sent me, a

few days previous to the anniversary celebration, copies of manuscripts and autographs of a number of our leading American authors, neatly mounted on card-board, and accompanied them with the following letter:

148 CHARLES STREET, BOSTON.

To JOHN B. PEASLEE, Superintendent of Public Schools, Cincinnati:

Dear Sir,—Will you do me the favor to present the autographs accompanying this note to the Twenty-fourth District School, in memory of James T. Fields, on the first anniversary of "Arbor-day?" I hope they may be hung, by and by, in the district schoolhouse, or in some other appropriate place, where, long after the present class has graduated, they will interest new generations to read and know something more of the lives of these good men, whose names may thus be held continually before them. Respectfully, ANNIE FIELDS.

The manuscripts were presented as requested. Shortly afterward they were framed by the school and placed on exhibition in the windows of Stevens's bookstore, on Fourth Street, and with them was hung a poem of Thomas Buchanan Reed, beautifully decorated by the artist, Mr. E. D. Grafton, of this city. When these manuscripts were thus placed side by side, with the illuminated one of T. Buchanan Read, it was thought that these, too, should be presented in some more artistic form, especially embodying the likenesses of the authors.

It was therefore suggested by the Cincinnati

papers that Mr. Grafton should be employed to decorate these manuscripts in a similar manner, and that it would be a worthy and magnanimous thing for some one of our wealthy and public-spirited citizens to set Mr. Grafton to work on them. Dr. W. H. Venable, a patron of this school, and himself an author of reputation, noticing the articles in the papers, at once took a deep interest in having the work done, and personally called Mr. Lewis Van Antwerp's attention to it. Mr. Van Antwerp, recognizing the beauty and appropriateness of the thought, said: "It's a grand idea, and Mr. Grafton is just the man to carry it out. Go and tell him to begin at once, and I'll settle the bills." The artist commenced immediately, and worked on them, with little interruption, for nearly a year. As Mr. Grafton completed one after another, Mr. Antwerp had each framed in carved oak, at Wiswell's, and, when all were finished, turned them over to the school. The school, in turn, on account of their great value, which will increase as year after year further separates them from authors and artist, gave them in charge of the Cincinnati Art Museum Association, to be placed in the great museum building, which is now (1884), being erected in Eden Park in sight of "Authors' Grove." There, it is to be hoped, they will remain, generation after generation, constant reminders to the youth of our city to read and study the lives and writing of these

great authors in American literature, to the end that they may grow up into a nobler and better manhood and womanhood.

LIST OF THE MANUSCRIPTS

William Cullen Bryant.—A letter on Spanish art, written at Madrid for publication.

William Hickling Prescott. — Noctograph manuscript of a page of his "History of the Reign of Philip II of Spain."

Ralph Waldo Emerson.—A poem entitled "Nature."

Nathaniel Hawthorne.—A letter to Mr. Fields concerning the publication of some of his (Hawthorne's) writings.

Henry Wadsworth Longfellow.—A poem entitled "The Serenade."

Louis Agassiz.—A letter to Mrs. Fields in reference to a course of lectures.

John Greenleaf Whittier.—A poem entitled "The Summons."

Oliver Wendell Holmes.—A poem entitled "Our Oldest Friend." (Mr. Grafton obtained the consent of Mrs. Fields to substitute for the poem of Dr. Holmes the letter of his to Mr. Peaslee, dated at Boston, Mass., March 18, 1883. A copy of this beautiful letter will be found in another part of this volume.)

JAMES RUSSELL LOWELL.—An article for the *Atlantic* on the death of Arthur Hugh Clough.

NATHANIEL PARKER WILLIS.—A letter to Mr. Fields, in reference to the publication by the latter of his (Willis's) letters from Central Europe.

JAMES T. FIELDS.—A poem entitled "Plymouth." (1620.)

MRS. ANNIE FIELDS.—Letter of presentation.

Extracts from Lecture on Ohio

Having Special Reference to the Settlement and Progress of Ohio, the Ordinance of Eighty-seven, the Settlement of Gallipolis, and General George Rogers Clark

EXTRACTS FROM LECTURE ON OHIO

FIRST SETTLERS, SOLDIERS OF THE REVOLUTION

At the close of the Revolutionary War, the Government granted to the soldiers of that war bounty lands in Ohio, ranging in amounts from one hundred acres to each private soldier and non-commissioned officer, to eleven hundred to the highest officer, major-general. In 1786 a company of those interested in the Ohio bounty lands was organized in Boston, with General Rufus Putnam at the head. Those who were able and desired to go, started for Ohio in the spring of 1788, and landed in Marietta on the 7th day of April of that year.

The first settlers of Ohio were mostly soldiers of the Revolution. Some were descendants of Revolutionary patriots. What an ancestry! Soldiers of the Revolution, founders of Ohio! The heart of every true Ohioan fills with pride and admiration at the thought.

THE ORDINANCE OF EIGHTY-SEVEN

On the fourth of July following their landing, the Ordinance of Eighty-seven,[14] the most important provisions of which were inspired by Thomas Jefferson, the author of the Declaration of Independence, was publicly read.

This document was the Second Declaration of Independence, the consecrating all the Northwest to freedom. It gave the preponderance of power and influence to the North, and decided that the whole country, sooner or later, was to be the home of freedom.

The following are some of the provisions of this wonderful document:

"No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious principles in said Territory."

"The inhabitants of said Territory shall always be entitled to the benefits of the writ of *Habeas Corpus* and trial by jury, and of judicial proceedings according to the course of common law. All persons shall be bailable, unless for capital offenses, where the proof shall be evident or the presumption great. All fines shall be moderate, and no cruel or unusual punishment shall be inflicted. No person shall be deprived of his liberty or property but by the judgment of his peers or the law of the land; . . . and in the just preservation of rights and property, it is understood and declared that no law ought ever to be made, or have force in said Territory, that shall in any manner whatever interfere with private contracts, or engagements, *bona fide*, and without fraud."

"Religion, morality, and knowledge, being necessary to all good government and the happiness of mankind, schools and means of education shall forever be encouraged."

"Said Territory, and the States which may be formed therein, shall forever remain a part of this confederacy of the United States."

No secession here.

"There shall be neither slavery nor involuntary servitude in said Territory, otherwise than in punishment of crimes whereof the party shall have been duly convicted."

My fellow-citizens, the passage by Congress of this Ordinance for the Government of the Northwest Territory, which provided that slavery should be forever excluded from said territory, at a time[15] when slavery existed by law in all but one State of the Union; which provided that the States formed therein shall forever remain a part of the Union, and was directly against the "right of secession," the question that, seventy four years afterwards, took the great Civil War to settle,—is one of the most remarkable events in the history of the world, and one that fills me with wonder and admiration.

It was truly the Second Declaration of Independence.

It was the star of liberty, by which the people of the Northwest were guided.

It was the Magna Charta, which guaranteed security and equal rights to all.

It was the magnet that attracted to these States millions of intelligent, liberty-loving people from all parts of this country and the civilized world.

It was the embodiment of the conscience of the Nation against wrong, oppression, and injustice, and in favor of manhood, justice, and equal rights for all.

When, in 1799, a memorial was presented by the officers of the Virginia line for permission to bring their slaves on the military bounty lands between the Scioto and the Little Miami, how proudly did the Legislature of the Northwest Territory return the reply, "The Ordinance of Eighty-seven, under which this Territory was organized, prohibits slavery!"

Again, are you not, my fellow-citizens, filled with pride that religious persecutions never cursed Ohio soil?

All were protected in their modes of worship and in their religious principles in this Territory, the Jew and the Gentile, the Protestant and the Catholic—all of whatever doctrine or creed. When I think of the sufferings caused in some of the older States of the Union through religious intolerance and fanaticism; when I call to mind the indignities heaped upon my Quaker ancestors in Massachusetts, I thank my God that I am a citizen of a State whose soil was never cursed by religious intolerance and persecution.

GROWTH OF THE NORTHWESTERN STATES

Neither history nor fiction furnishes a parallel, outside of our own country, to the growth and progress of Ohio, Indiana, Illinois, Michigan, and Wisconsin, the States carved out of the Northwest Territory. . . . To-day more than 16,000,000 people live within their borders; and with the increase of population the industries and attendant development of human life and society have kept pace.

In a letter,[16] in answer to an invitation to attend the celebration of the forty-seventh anniversary of the first settlement of Ohio, in Cincinnati, April 7, 1835, that master of classic English, Washington Irving, in a style only equaled in beauty and grandeur by his theme, foretold the growth and prosperity of these States. He said:

"There is nothing since my return to my native country that has filled my mind with grander anticipations of its destiny than the sight of the great internal States, which, within a few years, have sprung from primeval wilderness into prosperous and powerful existence. When I consider these vast regions of inexhaustible fertility, deeply embosomed in our immense continent, and watered by mighty lakes and rivers; when I picture them to myself as they soon will be, peopled by millions of industrious, intelligent, enterprising, well-instructed, and self-governed freemen; blessed by a generally-diffused competence; brightening with innumerable towns and

cities, the marts of a boundless internal commerce, and the seats of an enlightened civilization,—when I consider them in this light, I regard them as the grand and safe depositories of the strength and perpetuity of our Union. There lie the keys of empire; there dwells the heart of our giant Republic, that must regulate its pulsations, and send the vital current through every limb; there must our liberties take deepest root, and find their purest nourishment; there, in a word, may we look for the growth of a real, free-born, home-bred *national character* of which our posterity may be proud."

The day referred to by Irving has come. The millions of industrious, intelligent, enterprising, well-instructed, and self-governed freemen are here; and here, too, throbs the heart of our Giant Republic, and surely it is sending the vital current through every limb, every part of our nation.

At the head of these States is Ohio. She is the oldest, and sways the greatest influence over our vast country. Ohio has done more in directing the destinies of America since the outbreak of the Civil War than any other State of the Union.

So prominent has our State become in the councils of the Nation that the saying, "Another Ohio man," has become a byword in our politics. The "another Ohio idea" has furnished thousands of editorials in the newspapers and public journals of our country. "Buckeye," once a term of reproach, has become one of the proudest epithets of an American citizen.

OHIO THE SOLDIER STATE OF THE UNION

When we remember that from Ohio more than 310,000 fearless men, imbued with the spirit of the Declaration of Independence and of the Ordinance of Eighty-seven, with the same Jeffersonian spirit that animated the Revolutionary pioneers of Ohio, left their happy homes, their kindred and friends, to suffer hardships and privations, and often death itself, to preserve the Union; when we bring to mind the signal services performed by these brave men under the command of a thousand valiant Ohio officers; when we consider the unparalleled benefits rendered our country by the great generals who were either natives or citizens of Ohio,—then can we, with unwonted pride and enthusiasm, exclaim, "Glorious Ohio, thou art, indeed, the soldier State of the Union!"

. . . . . .

Having endeavored to show you what, in my opinion, the Ordinance of Eighty-seven *was* to the people of these Northwestern States, and what it has accomplished for them, and especially for Ohio, I will now tell you what that wonderful Ordinance *is* to the whole country.

It is the platform upon which every State of our Union now stands, and will remain so till the

last vestige of civilization is swept from the continent of America.

It is the platform upon which will stand every republic which shall hereafter be established on the globe; for all its provisions are the embodiment of enlightened justice.

Yes, the spirit of the Ordinance of Eighty-seven and of the Declaration of Independence is "notched in our eternal hills, stamped on our everlasting plains," never to be obliterated.

All hail to Thomas Jefferson and his associates, who eternalized Democracy!

Fellow-citizens, I now call your attention to our whole country—the East and the West, the North and the South. Each and every section should be dear to us all, because each is a part of our glorious Union, *which takes all, and nothing less than all, to make;* and while we take a just pride in our own State, let us feel that she is but a *part of that grand Union of States—Our Country.*

Settlement of Gallipolis

The following facts in regard to the first settlement of Gallipolis were never in print till they appeared in an article prepared by me for a publication issued by the students of Woodward High School, of this city, about twelve years ago. They were dug out of a pile of old letters by the late John M. Newton, when librarian of the Mercantile Library of Cincinnati, and orally communicated to me by him. The account is especially interesting because the hero to whom they refer owned and occupied for years the old mansion in Cambridge, Mass., which was used as Washington's headquarters while the Revolutionary army was stationed in the neighborhood of Boston, and which afterwards became the home of the poet Longfellow. Indeed, the house is called after him, the "Cragie House."

Cragie held the position of "Apothecary General" in the Revolutionary army—an office that was abolished long ago—and was exceedingly successful in making money out of the soldiers. One historian, in speaking of the distressed condition of the Continental soldiers and of their deprivations, makes the remark that "the only thing with which the Revolutionary army was fully supplied was with physic, by this man Cragie."

The officers and soldiers of the Revolution were paid partly in indentures, so-called on account of the irregular manner in which one of the edges of the paper was cut. These "indents," as the people called them, fell to ten cents on the dollar. Cragie conceived the idea of buying them up and investing them in public lands in Ohio, and then selling the lands to people of foreign countries at less than the Government price. He thereupon formed a company to carry out his scheme. Agents were sent secretly to Paris to offer public lands for sale at sixty-nine cents per acre, in cash.

The company, through its agents, bound itself to bring over the purchasers and their families and support them for the first year, when they were to pay back to the company the cost of transportation, etc.

The first settlers of Gallipolis were the French people brought over and located by the Cragie Company. But after the first shipload, the Government of Holland began to buy up these "indents" which caused them to rise in value. The company, no longer able to carry out its contracts, failed, and, as it happened, just as the second shipload was on its way to this country. One of the partners died in a debtor's prison in New York City, and Apothecary-General Cragie died not long after, a poor man, in the "Cragie House." Mrs. Cragie, however, lived

in the house when Mr. Longfellow first went there to room. I shall give, by way of diversion, a little incident that illustrates the character of Mrs. Cragie.

One fine summer day, as Professor Longfellow, then a young man, came into the house, Mrs. Cragie was seated on the broad sill of an open window, reading a paper. He noticed that caterpillars were crawling upon her dress and over her shoulders, and said: "Mrs. Cragie, do you see the caterpillars on you?" The old lady turned toward him and replied: "Young man, don't you know that our fellow-worms have as much right to live as we have?" and went on reading, without paying any attention to the caterpillars.

General George Rogers Clark

THE NAPOLEON OF THE WEST

The fall of Fort DuQuesne, in 1758, terminated the French Dominion on the Ohio, and the Peace of Paris in 1763, closing the war between France and England, ended the French Dominion in North America.

Nothing of great importance occurred in Ohio, or in the Northwest Territory of which Ohio was a part, from the treaty of peace of 1763 to the breaking out of the Revolutionary War. The series of French forts extending from Detroit to where Pittsburg now stands, was in the hands of the English at the beginning of the war, and was made use of in inciting the Indians against the Colonists. The military posts at Detroit, Kaskaskia, and St. Vincents were constant objects of Indian hostilities.

In 1778 an expedition was fitted out under General McIntosh to subdue the Wyandot Indians at Sandusky, and then to proceeed against Detroit. General McIntosh acomplished very little, but happily for the frontiers, happily for the Republic, General George Rogers Clark was at the same time achieving wonderful success in the region of the Illinois and the Wabash.

GENERAL GEORGE ROGERS CLARK

This great soldier, then a citizen of Kentucky, though a native of Virginia, had the boldness to urge upon the people of Kentucky, to demand assistance from his native State, Virginia, or independence from her dominion. Kentucky made the demand and obtained supplies, and General Clark was authorized to raise troops for the reduction of Kaskaskia and St. Vincents (now Vincennes). He raised only two hundred men. However, he learned two important facts: One was, the alliance of the French with the Colonies; and the other, that the inhabitants of Kaskaskia, who were mostly French, believed the Virginians to be a cruel and bloodthirsty people. The Fort of Kaskaskia surrendered to General Clark without the firing of a gun or the loss of a life. Its surrender was brought about in this way: General Clark made the people of the town and the inmates of the fort believe that he had command of an army of more than two thousand soldiers. Late in the afternoon of July 3, 1778, the inhabitants of Kaskaskia and the British soldiers occupying the fort were surprised by hearing military music and seeing the bayonets, flags, and banners of General Clark's men as they came up from the opposite side of the ridge within plain sight of the town, and marched along just near enough to the top of the same to display their bayonets and flags without entirely exposing themselves to view, and then disappeared, only to march

back unseen and remarch along the ridge. Thus General Clark kept up a continual marching till dark. The same bayonets and flags were seen over and over again by the people of Kaskaskia, the garrison supposing that an army had come to attack them, instead of a soldier-band of two hundred men. At midnight of the same day, Clark marched into Kaskaskia, and both town and fort surrendered to him without resistance. By kind treatment he won the inhabitants over to his side, and made them feel that the Virginians were a kind and forbearing people. General Clark afterwards captured Fort St. Vincents and other places, together with their forts.

When the American and the British Commissioners were negotiating the terms of peace at Paris in 1782, Great Britain insisted upon making the Ohio River the northern boundary of the United States. Dr. Franklin intimated to his colleagues, John Jay and John Adams, that, perhaps, they had better yield the point; but Adams answered, "No," and added, "Sooner than yield the Western country I will retire from the negotiations, and recommend my Government to fight so long as there is a man remaining able to bear arms." Jay agreed with Adams. The Americans based their claim to the territory on the sole ground that General George Rogers Clark conquered it in 1778.

Let me ask those who have not already done so, to read the life and exploits of this great soldier, General George Rogers Clark. With the people of this part of the country his name should be a household word.

Fellow-citizens of Ohio, we can not hold in too deep a gratitude the memory of George Rogers Clark, when we come to realize that the vast territory which embraces the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin, would now be a part of the Dominion of Canada, and the people thereof British subjects, had it not been for the achievements of this "Napoleon of the West," as he has justly been called.

There should be placed in one of the beautiful parks of Cincinnati a magnificent monument to General George Rogers Clark, containing a statue of him whom, of all the Revolutionary heroes next to Washington, we should delight to honor. Moreover, each of the above named States should erect on the grounds of its capitol a monument to his memory.

Occasional Addresses

I am aware that I am trespassing on forbidden ground; for our honored guest consented to this public farewell only upon the condition that his personality should be subordinated to the interests of higher education in this city. But in justice to my own feelings, I could not say less.

"Cincinnati: The University City of the Twentieth Century"

Upon what basis do we make this claim? We make it upon the ground of the co-education of the sexes; upon that of the high character of her existing educational institutions, including her unexcelled system of public schools; upon that of the rapid progress she is making in intellectual and artistic development, and the growing sentiment of her people in favor of higher education; and upon that of her fortunate location as an educational center, her own future greatness as a metropolis, and the stability and high character of her citizens.

Co-education

It has been the policy of Cincinnati to educate the sexes together. When superintendent of schools, I received a letter from a noble band of Boston women, battling for the admission of their sex into the famous Boston Latin School, inquiring ant co-education was practiced in Cin-

With exultant pride (for I was born within thirty-eight miles of "Old Boston Common"), I answered that boys and girls entered the public schools together, passed through the high schools together, and together received the Bachelor's Degree of the University of Cincinnati, the crowning glory of our educational system. And further, I replied, that not only were our requirements for matriculation as exacting as those of their own Harvard, but that the scholarship of our young women was equal to that of our young men.

Ladies and gentlemen, co-education of the sexes is an "Ohio idea." It originated with the late Dr. Charles G. Finney, when president of Oberlin College of this State. And how appropriate this reference, as we gaze upon the "Scarlet and Gold" of "Old Oberlin," the graceful setting for the honored and gifted daughter[17] of this grand pioneer of a grand idea; and, again, as we call to mind that the first occupant of the chair of Greek in the University of Cincinnati is Professor Frederick Allen, the son of the first woman who graduated and received the Bachelor's Degree from any college or university on the globe!-

Dear old lady! she dropped her Homer and her Plato only as the threads of life were loosened, when, at the age of eighty, she gently passed away on our beautiful Mt. Auburn.

From the walls of Oberlin co-education has

spread to all parts of the country. It has crossed the Atlantic, and to-day fifteen of the time-honored universities even of the kingdom of Italy are open to women; and last month the Austrian Minister of Instruction, Baron Gautsch, stated that the Government was now preparing legal measures to admit women to all the *faculties* of the universities except that of theology, and also to grant to women who have obtained medical degrees in foreign universities the right to practice medicine in Austria.

You will remember, Mr. Toastmaster, when co-education invaded old, conservative Massachusetts, and knocked at the doors of "fair Harvard" for admission. You will remember how grudgingly she granted permission for the establishment of the "Female Annex," now Radcliffe College. At that time the doors of the University of Cincinnati stood wide open, saying to the young women of this city: "Enter into the inner temple, and keep step with your brothers. Here education is not confined to the masculine gender."

Co-education is an expression of the spirit of the age. It can not be checked. It will not down. Upon this platform, every college and every university that shall hereafter be established in this country will stand; for it rests upon right and justice.

All honor to Finney, its originator and earliest advocate!

It has been shown from the records of Princeton, kept for a century and a half, that a very large proportion of her students have been the sons of college-educated men, and that a large percentage of the fathers of such students have been her own alumni. This shows two things: First, that those who have themselves received a collegiate education will make great sacrifices to give their sons equal advantages; and, second, that the attachment of the alumni to their *alma mater* is an essential factor in building up a great university.

Now, what is true in this respect of the fathers, will be equally true of the mothers. We have, then, this decided advantage over the old colleges and universities of the East, that the mothers, as well as the fathers, will endeavor to give their daughters as well as their sons a university education, and, if circumstances will in any way permit, send them to their cherished *alma mater*, the University of Cincinnati.

The Growth of Public Sentiment in Cincinnati in Favor of Higher Education

I come now to consider the growing sentiment of the people in favor of higher education, which is another important factor in estimating the future growth of our University. This growth can not be shown in a clearer way than by contrasting the past with the present. Within the time that Dr.

Morris and myself have been residents of Cincinnati, the city—and I say it without fear of successful contradiction—has made much greater internal improvement than any other of the old and important cities on this continent, and with this material improvement, the growth of sentiment in favor of higher education has kept pace.

Years ago, by a careful comparison between Boston and Cincinnati, in regard to secondary and higher education, I found that while Boston had less than one and a half times as many inhabitants, there were graduated from her high schools over six and a half times as many students as from ours, and there were graduated that year from Harvard University, to say nothing of the Boston University, the Massachusetts Institute of Technology, and Tufts College, very nearly as many young men who were residents of Boston as there were boys and girls in the graduating classes of the Cincinnati high schools. And at that time, less than five per cent of our high-school graduates entered colleges and universities; now between thirty and thirty-five per cent attend these institutions—more in number than were then graduated from our high schools, and the number is rapidly increasing annually.

The University of Cincinnati has now more students in her academic department than Harvard had at the close of two and a quarter centuries of her existence.

Present Educational Institutions, Apart from Our Public Schools

Permit me, before I make mention of the educational institutions that have not yet affiliated with the university, to refer to the departments that have been added within the present year. First came the Medical College of Ohio, the first College of Medicine established west of the Alleghanies, founded by the immortal Daniel Drake; simultaneously came one of the most distinguished medical faculties of the land. This college, now a department of the University, has a body of alumni numbering over five thousand, and scattered over our entire nation. Next was organized the University Department of Law, with an unusually distinguished Faculty. In order to render both these departments unexcelled in the land, may we not hope that, at no distant date, all the schools of medicine and law in this city may be united under the ægis of the University? Equal words of praise may be spoken of the affiliated Dental Department. In addition, I might state that we are now upon the eve of consolidation with the long-established Cincinnati College of Pharmacy. Furthermore, the authorities of the University are now considering a proposition for the establishment of a Semitic Department, which would unquestionably rank high

among the few centers of Oriental training in this country.

I now come to speak of the non-affiliating institutions, the most, if not all of which will, in my opinion, become integral parts of the University within the next quarter of a century; some of them would be incorporated within the next six months, provided the Board of Directors had the funds at hand to guarantee their future success; but, ladies and gentlemen, funds will come when our wealthy citizens are fully awake to the tremendous importance to this city of a greater University.

The institutions to which reference has been made are: The Cincinnati Art School, the best art school on the continent, and second to no one in Europe. This statement is made upon the authority of the late Colonel George Ward Nichols, the founder of the College of Music, himself an art critic, who made a careful examination of the art schools of Europe and America when gathering material for the work that he published on the subject. The Cincinnati College of Music, which at least is not excelled by more than one, if by any other institution of the kind, in the country. Our Zoological Garden, a college in itself. Our Cincinnati Society of Natural History, of international reputation as a center of original investigation, and famous for its magnificent collections.

The Historical and Philosophical Society, with one of the choicest reference libraries on the continent. Our Mechanics Institute, one of the oldest and most successful institutions of learning in the city. Our great Public and Mercantile Libraries. Our practical School of Ceramics in our famed Rookwood Pottery. In speaking of Rookwood, let me add the testimony of one of Germany's greatest scientists, Otto N. Witt, the distinguished professor and head of the Ceramic Department of the Polytechnicum of Berlin, who was the imperial commissioner of the German Empire to the Columbian Exposition, intrusted with the duty of making an extended study of artistic and scientific schools.

Professor Witt declared he found more originality, individuality, and evidence of real artistic growth there than in all the rest of the country combined. The Rookwood produced, not only the best pottery, but in the whole sphere of artistic development was the one thing that would give inspiration to lovers of art in Europe.

In addition to the foregoing, I must not fail to mention three other educational institutions of high reputation that will probably remain apart from the University, but which, with other non-affiliated colleges and seminaries, will nevertheless bear an important part in entitling our city to be called "The University City;" viz., Lane Seminary, with its splendid history and grand associations,

to whose retiring president we have come to-night to pay our tribute of love and appreciation; St. Xavier College, famed for its instruction in the classics; the Hebrew Union College, the only institution of its kind on the continent, drawing its students from both North and South America.

Picture of the University of Cincinnati as She will be in the Latter Part of the Twentieth Century

Ladies and gentlemen, I hesitate to picture to you the University of Cincinnati as she will be in the latter part of the next century, for fear you will think I have drawn too freely upon my imagination, and yet I shall present her to you only as I think she should be, and as she will be, if Cincinnati remains true to herself.

I see her main buildings, the seat of her Academic Department, covering many acres of ground: her Conservatory of Plants; her Botanical and Zoological Gardens; her Arboretum; her Museum of Natural History; her spacious Laboratories of Chemical, Physical, and Allied Sciences; her great Departments of Medicine, of Law, of Dentistry, of Pharmacy; her Art School and Art Museum; her Department of Ceramic Art; her School of Forestry; her Normal School; her Libraries, embracing every department of human knowledge,—

and all upon a scale second to no other, and the whole institution in the most flourishing condition. I also see the non-affiliated educational institutions of the city, all combined to make Cincinnati the University City of the twentieth century. I see the nucleus of all this here to-day.

Again, and in addition, Cincinnati lies in the very heart of this great Republic, in the midst of a fertile country, inhabited by an intelligent and enterprising people.

No ocean, nor inland sea, nor foreign territory, limits the educational dominion of the "Queen of the West." And to-day, within cannon-shot of where I now stand, are the homes of half a million people. Here are all the conditions necessary to the growth and prosperity of a metropolis.

When we picture to ourselves what Cincinnati will be in size and influence before the next century has passed away; when we bring to mind the vast population that will occupy, before that day, the territory naturally tributary to this Inland Queen; and when, in this connection, we take into consideration that here, too, are all the conditions necessary to the building up of a vast university, can we not in confidence say: "Cincinnati, be true to thyself, and thou wilt, indeed, be

"THE UNIVERSITY CITY OF THE TWENTIETH CENTURY?"

Our Educators

RESPONSE TO A TOAST AT THE JUDGE HOADLY BANQUET, HELD IN SCOTTISH RITE CATHEDRAL, FEB. 26, 1887

Mr. Chairman and Gentlemen,—In responding to the toast, "Our Educators," I shall use the word educator in a restricted sense, and confine my remarks to a few of the prominent men and women who have rendered distinguished services as teachers, professors, and superintendents in public, private, and professional schools of our city, speaking especially of those who have passed away.

The first important move looking to the establishment of the public-school system of Ohio was made when the Legislature, in 1821, appointed Nathan Guilford, of Cincinnati, one of the commissioners to devise and report a school system for the State. The report of the commission was not acted upon, but a few years later, Mr. Guilford was elected to the Senate of Ohio, on the school issue, and there made chairman of the joint Committee of the Legislature on Education, and in his capacity of chairman of said committee, drew up the bill that established the school system of the State. In 1850, Mr. Guilford was elected, by the popular vote of the city, the first superintendent of the Cincinnati public schools. We all honor his name.

Another of the great educators in the early

days of the public schools was Samuel Lewis. Had it not been for his influence "Old Woodward," a name so dear to the "Old Woodward boys" here present, would never have been known; for it was through his advice and importunity that his intimate friend, Mr. William Woodward, was induced to consecrate his means to the establishment of Woodward College, now Woodward High School of this city. And not only the citizens of Cincinnati, but the friends of public education throughout the State, owe Mr. Lewis a debt of gratitude, for through his masterly efforts as school commissioner of Ohio, in 1837, the school system of the State was remodeled by the Legislature, and placed upon a broad foundation in accordance with the plan submitted by him.

In 1836, Prof. Calvin E. Stowe, of Lane Seminary, of this city, was commissioned by a joint resolution of the General Assembly of Ohio "to collect such facts and information as he might deem useful to the State, in regard to the various systems of public instruction which have been adopted in the countries through which he might pass in his contemplated tour through Europe, and to make a report thereof, with such practical suggestions and observations as he might think proper, to the General Assembly of Ohio." Gentlemen, when we take into consideration that in those days very little was attempted outside of the three R's;

that instruction in music and drawing was not thought of; that there was no such thing as object lessons then known; that teaching the sounds of the letters of the alphabet was not attempted; that the slate and pencil were not usually placed in the hands of the children till the third or fourth year of school, and the quill or pen not till years afterwards; that number was not taught in the lower grades, and so on,—we can realize what a revelation Dr. Stowe's report, which included all the reforms in methods of instruction suggested here, was to members of the General Assembly and to the educators of the State; but to-day the beautiful effects of the introduction of the methods explained and recommended in that report can be seen in all the grades of the public schools of Ohio.

Dr. William H. McGuffey, the author of "McGuffey's Readers," is another of Cincinnati's noted educators. To his discriminating judgment and refined literary taste, many thousands of the people of this country owe their love of good literature. The influence for good that Dr. McGuffey has exerted through his books is incalculable.

There is Dr. Joseph Ray, the prompt, decisive professor of Mathematics, the dignified president of "Old Woodward," whose mathematical works are used in thousands of public and private schools to-day.

Literary Institute and College of Professional Teachers.

There is Albert Pickett, who edited in New York City, in 1811, the *Educational Magazine*, the first educational publication in this country. Dr. Pickett came to Cincinnati in 1829, and opened a private school for girls, and, with his brother, organized the renowned "Literary Institute and College of Professional Teachers," the most important educational association ever organized in this part of the country. The following remarkable list of Cincinnati educators were members: Professor Wm. H. McGuffey; Professor A. Kinmont, the great classical scholar; Dr. Daniel Drake, the founder of the Medical College of Ohio, and one of the foremost men of his time; Dr. B. P. Aydelott, Professor Calvin E. Stowe, Professor Charles L. Telford; Professor Timothy Walker, the profound law professor, and author of "Walker's American Law;" Mrs. Caroline Lee Hentz, teacher and novelist; Samuel Lewis, Esq.; Professor John L. Talbott, author of an arithmetic; Professor Thomas J. Matthews, father of Justice Stanley Matthews; Professor Milo G. Williams, Dr. Albert Pickett, Dr. Joseph Ray; Professor O. M. Mitchel, astronomer, orator, soldier; Dr. Lyman Beecher, president of Lane Seminary; Miss Harriet Beecher,

now Mrs. Harriet Beecher Stowe; and Miss Catherine E. Beecher. Both Harriet and Catherine were teachers and authors.

In addition to the foregoing teachers, Archbishop John B. Purcell; E. D. Mansfield, the editor; Thomas Pierce, the poet; John W. Foote, the author, and other Cincinnatians, were members. Among those who took part in the deliberations of that body, not residents of Cincinnati, were Hon. Horace Mann; Rev. Alexander Campbell, the founder of the Christian Church; the eloquent Samuel Eels; Mrs. Sigourney, the poet; and Thomas S. Grimke, the Southern orator.

Mr. Chairman, every one of these educators deserves to be mentioned at length, but time will not permit. I leave them here, feeling assured that enough has been said to convince every one of you that Cincinnati has, indeed, had a most remarkable list of eminent men and women as instructors of her youth. Gentlemen, the long roll of great educators has been importantly increased since the days of the Literary Institute by the addition of the names of Judge Bellamy Storer and Professor M. E. Curwin, of the Cincinnati Law School; of Dr. C. G. Comegys, of the Miami Medical College; of Professor Daniel Vaughn, one of the most noted mathematicians, scientists, and astronomers of his day; of Professor James E. Murdoch, the renowned elocutionest and author; of

Dr. Andrew J. Rickoff and Dr. John Hancock, superintendents of the public schools of our city; and of many others of great merit whom I should delight to mention, but whom I desist from eulogizing because they still live among us.

But, gentlemen, there are two with us to-night whose names can be mentioned here without fear of exciting envy or jealousy: they are our venerable and esteemed fellow-citizen, Rabbi Dr. Isaac M. Wise, professor, editor, and author, and the founder of the Hebrew Union College; and our honored guest, Governor George Hoadly, great jurist and brilliant professor of law.

Years ago I was a student in the Law Department of the Cincinnati College, where Judge Hoadly's singularly clear exposition of the intricacies of the law challenged my admiration, and where his kindness, patience, and condescension won my love and affection. And now, gentlemen, in conclusion, let me say that while each one of you may appreciate to their fullest extent the important services rendered our beloved city and State by our distinguished guest; while each of you may realize the great loss that both must sustain by Judge Hoadly's removal to New York City, there is no one here who will regret his departure from our midst more keenly than I shall, nor is there one who can wish him a more prosperous or a happier future than I do.

Grace Aguilar Society

EXTRACTS FROM ADDRESS AT ENTERTAINMENT GIVEN BY THIS SOCIETY FOR THE BENEFIT OF THE JOHNSTOWN SUFFERERS, JUNE 7, 1889

Ladies and Gentlemen,—When first requested by the committee of the Grace Aguilar Society, which is giving this entertainment for the benefit of the Johnstown sufferers, I hesitated to accept, feeling that some one should have been selected whose name alone would attract an immense audience to this hall; but when "my boys and girls" insisted that I should open the exercises, I could but yield.

My friends, our hearts, and the hearts of the whole civilzed world, are bleeding to-night for the bereaved and suffering people in the Conemaugh Valley in Pennsylvania.

We are here at the call of humanity. The greatest physical calamity that has ever befallen our beloved country lies before us. More than two thousand people, men, women, and children, have been sacrificed by the terrible avalanche of waters. Over thirty million dollars' worth of property has been destroyed, leaving upwards of twenty thousand people destitute and homeless. Few, indeed, of this vast number are they who are

not mourning the loss of father or mother, of son or daughter, of brother or sister, of one or more of their dear ones who were sent unwarned to their eternal home, leaving their crushed and mangled remains amid the ruins of a "Valley of Death."

Let us not longer contemplate the scene. It is too awful for civilized man to dwell upon. But let us rather think upon the noble charity that is pouring in upon that afflicted people from all parts of our common country—from the East and the West, from the North and the South, from ocean to ocean, from Lakes to Gulf, and that is welding all sections with bonds of sympathy and love.

Let us rather contemplate that great Coliseum of hearts, whose foundations are as broad as our country itself, which is being built by Jew and Gentile, by Protestant and Catholic,—by all without regard to sect or party, race or condition, around that suffering people.

Ladies and gentlemen, this splendid program of exercises which are to follow, invites me to a seat; but before leaving the stage I congratulate the Grace Aguilar Society over the large receipts of the evening, and assure the audience that every cent taken in at the door will go directly to the relief of the sufferers; for everything connected with this entertainment has been donated,—this opera-house, the services of the participants, the printing of the tickets, the advertising,—everything.

Prof. Booker T. Washington, the Negro Educator

EXTRACT FROM SPEECH AT THE ANNIVERSARY CELEBRATION OF EMANCIPATION DAY, ZANESVILLE, O., SEPTEMBER 22, 1895

When we remember that thirty-five years ago the Negro stood upon the block to be sold to the highest bidder, to be, perhaps, torn away from his family and all that was dear to him, and when we behold him to-day standing upon the same platform with those he once so menially served, a free man, their equal in manhood, giving timely advice to the people of both races, then surely must we exclaim, This is a sight worthy of immortality! Yes, the picture of Booker T. Washington,[18] the Negro educator and orator, standing upon the same platform at the Atlanta Exposition with the Southern white men, with the ex-slaveholders of Georgia, will be immortalized in literature and painting. What a theme for the poet and the artist! O for Whittier now! O for one more poem from his immortal pen, that he might enshrine in song the consummation of his dearest hope, the realization of his most ardent desire, the climax of his life work! O for a Raphael or a Michael Angelo, to adequately portray that scene! 'T is worthy the pencil of the most consummate artist.

Remarks Welcoming the National German-American Teachers' Association,

IN ZOOLOGICAL GARDENS, JULY 2, 1892

Mr. President and Teachers,—It is with unusual pleasure that I welcome you to this great school of natural history—the Zoological Garden—one of the most beautiful spots in the remarkably beautiful suburbs of Cincinnati. The number and variety of its forest trees and shrubs; its animals, from all parts of the globe; its knolls and ridges, and its picturesque ravines; its shaded paths, leading from animal inclosure to animal inclosure, from pavilion to pavilion; its charming lake and rich vistas of emerald green,—all combine to make it attractive, beautiful, and instructive, just the place for the meeting of a convention of teachers, who will carry the lessons taught them here into thousands of American homes.

Teachers, you are engaged in a great and noble work, in a calling in which you should take great pride. Think for a moment of the influence which teachers have upon the lives and characters of those under their charge! Parents do not fully appreciate the power the good teacher exerts in molding the character of their children. How many who speak disparagingly of their instructors owe their

own success in life to their efforts! How many, could they but realize what their teachers have done for them, would almost revere the ground on which they tread! But that the teachers' vocation is looked down upon in any community is chiefly the fault of the teachers themselves. They are apt to put too low an estimate upon their own calling, and that estimate the public awards. The great Schiller says:

> "Every man stamps his value on himself—
> The price we challenge for ourselves is given us;
> Man is made great or small by his own will."

Teachers, take pride in your profession, and others will take pride in you.

Have you forgotton that Longfellow and Lowell and Holmes and Horace Mann and Dr. Harris were teachers? Have you forgotten that Webster and Jackson and Everett and Sumner and Garfield and Blaine taught school? Have you forgotten that Jarvis Raymond, the founder of the New York *Times*, and Nathan Hale, the founder of the New York *Advertiser*, taught a district school? Have you forgotten that Pestalozzi and Froebel and Franke and Herder and Grimm and Diesterweg and Max Müller and our own Stallo were teachers? Have you forgotten that the great national anthem of Germany, "Die Wacht Am Rhein," was written by a schoolmaster? Have

you forgotten that Aristotle and Plato and Confucius, and other great personalities of antiquity, whose thoughts have influenced the entire civilized world, were teachers? Have you forgotten that Harriet Beecher Stowe and "Gail Hamilton" and Mrs. Willard taught school? Need you, therefore, be ashamed to acknowledge that you are members of the profession? I leave the answer to you.

And now, members of the National German-American Teachers' Association, permit me to indulge the hope that the friendships that shall be formed by our associating together here may go with us through life, and with us into that great beyond towards which we are all moving, and where we one day expect to meet; for, in the beautiful words of Schiller:

> "Für dies kurze Menschenleben
> Ist die Freundschaft viel zu schön;
> Ewigkeiten muss es geben
> Wo sich Freunde wiedersehn"—

(Friendship is far too dear for this brief human life; there must be an eternity where friends shall meet again).

German Instruction in Public Schools

AN ADDRESS

DELIVERED BEFORE THE NATIONAL GERMAN-AMERICAN TEACHERS ASSOCIATION, AT CHICAGO, JULY 19, 1889

Mr. President, Ladies and Gentlemen,—It is a source of great satisfaction to me to know that my address on German Instruction in Our Public Schools, delivered before the German Commercial Club of Cincinnati last year, has been so favorably received by the friends of German instruction in the public schools of our country, and that it has led your Committee of Arrangements to invite me to address this great national organization of German teachers on this important subject.

I shall first of all give my personal experience and investigations, carried on during my long service as teacher, principal, and superintendent, in the Cincinnati public schools, and shall therefore draw largely on my annual reports to the Board of Education. I shall attempt no flights of rhetoric; but shall endeavor to give you, in a plain, practical talk, the facts which thoroughly persuaded me, once the opponent of German instruction in our public schools, to become its friend and advocate.

Let me say, by way of explanation, that I was

born and educated in the country, apart from cities, in one of the old New England States; that previous to coming West, I had never known of any other language than my mother tongue being taught to the children of the public schools, except in the high schools, where a little Latin and Greek were taught, and occasionally French. Imagine, then, my surprise when, on entering the public schools of Cincinnati as teacher, I found that a part of my class was excused by the rules, forty-five minutes each day, to recite in German. Young, enthusiastic, and ambitious that my pupils should lead the city at the percented semi-annual and annual examinations for promotion to the intermediate (grammar) schools; jealous, therefore, of every moment of school-time, and prejudiced against teaching children any foreign language (it was the prejudice of ignorance), and feeling that the pupils could not do as well in their English studies, I begrudged the German teacher his time, and found fault with the Board of Education for requiring me to excuse the pupils for his recitation. Time went on, the first semi-annual examination came, and my German boys stood among the very first in the class in the English branches; the annual examinations came, and again my German boys held their own, and passed with high honors from the district to the intermediate schools. My prejudices began to soften. I began to feel that

the study of German was not so bad, after all, as I had imagined.

After three years' experience as class teacher of the upper grade of the Third District School of Cincinnati, I was elected principal of the Fifth District. Here I was confronted by a fact that I could not then understand. It was this: The teachers of English in the primary grades requested me to assign them to the German department. Now, in those days, all importance was attached to per cents. Indeed, the teachers were judged by the per cents their classes obtained in examinations; and in the German department of these grades the teachers of English had the pupils only one-half of the time. "Why do you prefer to teach in the German department?" I asked; and each answered, "Because the children do better in their studies, and are more easily disciplined." "Do you tell me," I replied, "that the children in the German department, who devote only half their school-time to the English branches, do better on examination in English than those who devote their whole time to English studies?" "Yes, we do," the teachers answered.

Of course, the wishes of all could not be complied with, and I was compelled to disappoint a number of teachers by assigning them to the English department. But the answer of the English teachers had raised an important question in my mind,

and led me to make a thorough investigation in order to ascertain the truth or falsity of their statement; viz., that the pupils in the lower grades of that school, who attended the German-English department, passed better examinations in the English studies than those who attended the purely English department. So, during my two years' principalship of that school, I watched the examinations and progress of the pupils carefully, and compared the results of the two departments, and found that the teachers were correct. This led me to make a thorough investigation of the statistics of the entire school system of the city, covering a period of ten years. I did this by taking the average age at which the pupils of the several district schools were transferred to the intermediate schools; that is, the average age at which pupils passed from the fifth to the sixth year of school life, as reported by the several principals and published in the Annual Reports of the Superintendent of Schools. The statistics showed that in every one of the ten years the pupils in the German-English department, those who studied two languages, passed to the intermediate schools on an average of little more than a year younger than those who studied English only. In explanation, it should be said that those who study German in the Cincinnati schools are, as a rule, the children of German parentage, and that the Germans usu-

ally enter their children at a younger age, and keep them more regularly in school. This will probably account for the difference in age.

When I remembered that, during all these years, the pupils who passed to the intermediate schools had each to obtain an average of at least seventy per cent on questions prepared by the superintendent of schools, and which were the same for every child in that grade in the entire city, the fact to me was astounding until the reason for it was understood; but it was conclusive. I no longer doubted, I no longer thought,—I *knew* that the study of German did not retard the progress of the pupils in English. I knew, also, from having myself taught for three years in the highest grade of the district schools, and from my experience as principal of all the grades, that those pupils who studied English, only, had as full and complete a course as they could accomplish well. Indeed, the general sentiment among the Anglo-Americans at that time was—and is to-day, for that matter—that their children have too much to do.

Those of you who were in Cincinnati fifteen years ago, will remember the attacks of the English papers upon the public schools of that city, on the ground that too much was required of the children. Yes, those whose children have nearly double the time for English are, as a rule, the ones who complain of overburdening, stultifying, and

cramming, and of too many studies. Very few indeed, if any, native Americans are ever heard to find fault with the schools on the ground that their children do not have enough to do. And yet this so-called burdensome course in English was, as shown by the statistics, accomplished by the pupils in the German-English department, in which nearly one-half of their school-time, during four of the five years' course, was devoted to the study of the German language; and this, too, at an average age of more than a year younger than the others.

In this connection let me quote from Dr. Kiddle, for many years superintendent of the New York City schools. Dr. Kiddle says: "In those schools in which it [the German language] has received the most earnest attention, and in which, consequently, the most progress has been made, no indication has been presented that this branch of study has at all retarded the progress of the pupils in their English studies; but that it has rather facilitated intellectual advancement in English grammar and composition, increasing the pupil's fluency of expression by giving them a more precise knowledge of the meaning of words in their own tongue, aiding in an important manner in their training and development."

Dr. W. T. Harris, former superintendent of the St. Louis public schools, now the head of the Concord School of Philosophy, one of our great

educational thinkers, and Dr. Andrew J. Rickoff, ex-superintendent of the Cincinnati and of the Cleveland public schools, another great school-man, report similar results.

Why a Child can Study with Advantage Two Languages at the Same Time.

The fact is, that a child can study two languages at the same time, and do as well in each as he would if all his time were devoted to either language alone. This fact is indisputable; it can not be met by a denial, or by calling us hard names. I know, from personal experience, that the very statement of the fact seems to one who has not investigated the subject, and who does not understand the workings of the infant mind, absurd, paradoxical, or foolish. Why? Because an adult is prone to look upon the mind of a little child as he does upon his own mind. He says to himself: "The more time I devote to any one subject, the more I can learn of it; therefore, the more my child can." Your conclusion, my dear sir, as my friend Raab would say, "is mathematically true, but educationally false." You forget the all-important fact that the mind of the child is only in its infant stages of development; that, therefore, it can comprehend but little of any one subject; that the process of development of the infant mind is

slow and gradual; that age is an important element in the education of children. A child can learn each day a little of a large number of subjects, but not much of any one. It can learn, for instance, as much arithmetic in one-half hour daily as in ten hours. It will learn in the half hour all its mind can assimilate—make its own—and any attempt to give it more than this becomes a cramming, stultifying process, and defeats its own ends. You can't force the mind of a child without injury to it. You can't teach it beyond its powers of comprehension, and any attempt to do so must result in failure. "A little to-day, and a little to-morrow," is the motto. Again, the number of subjects relieves the mind of the child. The child needs change; tension in one direction must not be long maintained. It plays at one thing, then at another. This is the nature of the child; and the nearer we follow Nature's method in its training and education, the better for the child, and the better for the public schools. Those editors, physicians, and others, who complain of overburdening and cramming the minds of children in the primary schools, on the ground that they have too many branches of study, do so through ignorance of the real facts, and against the experience of the best school systems of the world; aye, against the very nature of the child-mind. The danger ger of cramming and overburdening the minds

of children lies exactly in the opposite direction; lies in attempting too much in one or a few subjects, and not in the direction of too many studies. And I assert here, that if, as some advocate, the courses of study in our graded schools were reduced to the three R's, the instruction would become terribly burdensome to the children, especially in the lower grades, and they would learn less of these subjects than they do now. Such a course of study could be tolerated only in an ungraded school, where, on account of the great number of classes, very little time is given to each recitation.

What I have said concerning the number of subjects is not intended to apply to the upper grades; for in these grades the minds of the pupils are more fully developed, and they can devote, with profit, time outside of the class-room to the preparation of lessons; therefore the number of studies can be safely lessened; indeed, perhaps should be. But I assert that the pupils of the primary schools—the first four years of school life—do not have too many subjects; indeed, except in the German-English department, they do not have variety enough for the long hours of tuition which the pupils of our graded schools usually have to spend in school, as is shown by the fact that those who devote one-half of their school time to a foreign language learn fully as much in the English branches as those who

do not, and in some, as for instance composition, even more. From what has been said, it is evident that it would be a great mistake to postpone the subject of German till the children reach the grammar or high school grades, as many advocate.

The true place to begin the study of the German language is in the lowest primary grade—the first school year.

The prevalent belief that the more time there is devoted in school to any one subject the more the pupils will learn of that subject, is the source of much of the opposition to the study of a foreign language, and is the direct cause of a vast amount of pernicious teaching in our public schools of to-day. This false idea leads many a teacher to violate her time-table; to give much extra time, for instance, to the subject of arithmetic at the cost of other studies, in the vain belief that the pupils will make so much more advancement in this study. Poor, deluded teachers! they forget that the powers of comprehenson of the children are limited, and that no amount of fretting and driving, and of extra time, will teach them more than a certain amount —that is, more than they can assimilate; and in nine cases out of ten that amount is reached in the regular time devoted to arithmetic in the program of recitations. The extra time is usually worse than wasted; its effect is only to weary the children, to disgust them with the subject, and make them dis-

like teacher and school. Let me say here that entirely too much importance is placed upon mathematics in this country, and, consequently, too much time is given to it even in the school programs, to say nothing of the extra work—an error not made in the schools of Germany. Do n't misunderstand me: I do not say that too much ground is covered in mathematics, but that too much time is given to it. In my opinion, there is enough time wasted by pupils while passing through the course of study of most of our city school systems in solving a useless multiplicity of problems in mathematics—many of which are at the time beyond the comprehension of the children, and which they only work mechanically after memorized forms—for them, if taught correctly, to learn a foreign language, and at the same time to become more proficient in mathematics.

How much better it would be for the intellectual development of the children, how much more practical for them in after years, if language, and not mathematics, were made the leading study in our educational systems!

Too Many Hours of Tuition

My investigations into the subject of the effect of the study of German in the English branches led me to conclude that the hours which the pupils

were daily kept in school were too many. In this view I was strengthened by the report of the half-day schools established in London for boys who are compelled by necessity to work part of their time in shops, stores, etc. The directors naturally fell into the common error of supposing that, since these boys attended school only one-half of the time, they could therefore learn only one-half as much. To their surprise and astonishment they found, after careful and thorough examinations, that the progress of these pupils in their studies was not only equal to, but in some respects even surpassed, that of those who attended the all-day school. My convictions became so strong that the hours of tuition were too long, that one of my first official acts, on my election in 1874 to the superintendency of the Cincinnati schools, was to recommend to the Board of Education the reduction of the time to four and a half hours in the two lowest grades, and to five and a half hours in the remaining grades. Many of the members of the Board expressed their fears that such a reduction would be detrimental to the progress of the pupils. I assured them, on the other hand, that it would be a benefit to the pupils and teachers, and promised to assume all the responsibility of the change.

The recommendation was adopted, and experience has shown that my judgment was correct.

No one has ever even suggested a return to the old hours.

I wish that Boards of Education, superintendents, and teachers of English of other localities, who complain that in their five or six hours a day they have n't time enough for the introduction of another branch of study, would examine the course of study in English, which will compare favorably with any in the land, and then go into the German-English department of the primary grades of the Cincinnati schools, and see the excellence with which the course is taught in the less than two and a fourth hours per day. Yes, let the Board of Education of some of our large Western cities, who give from twenty minutes to a half-hour a day to teaching the German language, come with them, and examine the progress of the pupils in both English and German. I know that they would return home and give to the study of the German language a reasonable amount of time; for they would then be convinced that they could do so without injury to the English branches.

Why Select the German Language?

The introduction of the German language into the public schools of our country has, unfortunately for the interests of education, met with much prejudicial opposition; and is, even among educators, somewhat of a vexed question.

One of the most common objections raised is, that if you admit one foreign language into the curriculum of our common schools, every foreign community in our midst has an equal claim to special teaching for their children in its mother tongue. The Jew has by induction a right to a class in Hebrew, the Irishman to instruction in Irish, and so on; and that, to meet the requirements of the polyglot people in our midst, a staff of special teachers should in justice be maintained by our city. Such an argument is based upon fallacious reasoning. To say nothing of the vast number of tax-paying Germans among us, the German language is, side by side with the English, the language of the commerce of the world. As the French was for centuries the court language of Europe, ours and the German tongue are, from the vast ramifications of the people, the media of international trade among modern civilized races.

It is not the means of communication of an individual nation merely, but it is a tongue common to educated persons of all nations. Its close alliance with our own Anglo-Saxon speech makes its study, to the cultivated American, an especial necessity. True, Italian and Hebrew are beautiful languages, and their study must give a higher tone to the minds of those who master them; but they are too restricted in their cosmopolitan usefulness to demand their introduction into our schools. But

it is said, "Why teach *any* foreign language?" Because the study of a language is so essential to the training of the mind. There is no discipline so perfect, no means so effective in inducing thought, as the study of a foreign tongue. Lord Brougham said that a man was but half educated who did not know two languages; that he had better learn Choctaw than to be without the mental discipline of the study of a foreign tongue. Besides, it gives the pupils, through the derivation of words, a more thorough knowledge of the English language; and as each lesson in translation is an exercise in English composition, it makes them more accurate and fluent writers of English. If, then, this course of instruction is so essential, what can be said against selecting for our children a language that is so comprehensive as the German, that is interwoven with the elements of the English tongue, and is so intensely practically useful in our transactions with thousands of our citizens in every State of our Union? Besides, our German fellow-citizens are among the strongest supporters of our public schools, and that support is worth a hundred times more than the cost of German instruction; and if no other reason could be advanced for its study, this alone would amply justify its introduction into the schools of our country But, fortunately, its advocates do not have to base their support upon any such ground. The German language,

the mother tongue of the most enlightened nation of the continent of Europe, is, next to the English, the language, as I have said, of the commerce of the world. It has a grand literature. It is of great practical value in the every-day life of our people. Besides, I repeat again, the study of two languages assists the pupils in acquiring a knowledge of each, and does not retard the progress in either. Yes, ladies and gentlemen, the advantages derived from studying two languages at the same time would amply justify the introduction of a foreign language into the curriculum of the schools of our country, even if there were no citizens of foreign birth within our borders.

If there were not a German or a Frenchman in this country, I would advocate, on educational grounds, the introduction of the one or the other of these languages into the public schools. Of course, the great number of German-speaking people in this part of the country is the especial reason why German should be preferred here, while in New Orleans, for similar reason, French should have the preference.

Germanizing the Children

"But," it is said, "this is America, and therefore the English language only should be taught in the public schools; teaching the German language

tends to make our citizens less patriotic, less American." "Are," I ask, "General Carl Schurz, General Franz Sigel, and the tens of thousands of other Germans who fought in the Union army in the last war, any less true American citizens, any less patriotic, because they were educated in the German tongue? Are our German fellow-citizens any less patriotic than the English whose mother tongue is that of our country? Are the Germans in their native land any less devoted to the institutions of Germany, because the French language is taught in thousands of their schools?" No one, I think, would answer these questions in the affirmative. And until they can be so answered it is idle to say that a knowledge of, or the teaching of, German or any other foreign language is adverse to patriotism. The truth is, that our German fellow-citizens are noted for their attachment to the free institutions of America, and are among our most patriotic citizens, as a class much more so than the English.

In this connection let me add that the study of the German language was introduced into the public schools of Ohio in 1840, by an Act of the State Legislature requiring all Boards of Education in the State to cause the German language to be taught when demanded by sev[illegible] holders representing not less tha[illegible] it has been taught in the sch[illegible]

in many other places of the county of Hamilton, Ohio, ever since. And the statistics show that Hamilton County sent more Union soldiers to the late Civil War than General Washington commanded at any one time in the Revolution, and a very large proportion of them were either Germans or of German descent. Does this fact look as if the introduction of the German language into the schools of that county had made her citizens unpatriotic?

Organization of the German Department

Having spoken at length upon the importance of teaching the German language in the public schools, I will now give you a description of the Cincinnati plan of organization of the German department, which I consider the best in the country. Had St. Louis adopted it, as I recommended some years ago, her citizens would now be enjoying the benefits of one of the finest German departments in the country, one worthy of that great city, and without which her educational interests are suffering to-day.

German is taught in every one of the district, intermediate, and high schools, and forms a flourishing department in the Cincinnati Normal School. [illegible] lower grades of the district schools, one-[illegible] school time (less two hours a week de-

voted in this department to music and drawing) is given to German. In all grades above the fourth year one hour is devoted to its study. In the four lower grades of the district schools, German is taught, as a rule, by lady teachers under the supervision of the first German assistant, or German principal as he is sometimes called, whose duty it is to teach the German in the highest, D (fifth year) grade, and supervise the instruction in the lower grades. In the intermediate and high schools, all the teaching is done by the first German assistants themselves, except in three schools where an additional teacher is employed.

It will readily be seen that by the Cincinnati plan, comparatively very little is added to the cost of maintaining the schools in consequence of instruction in German. Only the cost of supervision and the teaching in the upper grades is the additional expense; in other words, the teaching of German to the eighteen and a half thousand children adds to the tuitionary cost of the schools only the cost of supervision, and the teaching of the hour classes in the upper grades. The one hundred and twenty-one German teachers of the half-day classes add nothing to the expense; for they, with the one hundred and twenty-one English teachers who alternate with them, teach the same number of pupils that would otherwise be taught by two hundred and forty-two English teachers; or in other words, if

German were abolished, it would require one hundred and twenty-one additional English teachers to take the places of that number of German teachers and, as the salaries are the same, there would be no difference in the expense of the schools.

Of course, the preceding statement is based upon the supposition that our German fellow-citizens would not withdraw their children from the schools, if instruction in the German language were discontinued. We know, however, the fact is, that many German parents would withdraw their children, and place them where they would be taught the tongue so dear, and deservedly so, as one of the three great languages of the civilized world, to a large part of the people of our city.

Again, by the Cincinnati plan the exchange of classes takes place at the noon recess; hence there is no clashing, no disturbing of recitations, and as the pupils do as satisfactory work in English as those in the purely English department there is no opposition engendered, on the part of the English teachers, against the study of German in these grades; in fact, these English teachers are in favor of German instruction. Moreover, the Cincinnati plan gives time enough for excellent results in the instruction, as may be seen by the German teachers furnished to the country every year by the Cincinnati Normal School, nearly every one of whose graduates receives her entire school education in

the public schools of that city. In this connection, I quote from Professor Constantin Grebner, who was delegated by the Board of Education, in 1884, to examine and report upon the proficiency of the graduating class of that year. He said: "One more point of the utmost importance remains to be taken into consideration; namely, these young ladies, who are soon to go into the schools of this city, there to teach German, speak that language so fluently and so correctly, and with so little of that accent which is generally found to be simply unavoidable with German-Americans brought up together in America, that most undoubtedly not one of them will ever give rise to complaints that she has undertaken to teach German without being able to speak it correctly."

Let me say here, that if the time now devoted to German shall ever be so reduced as to cause the discontinuation of the half-day plan, it will be the beginning of the downfall of German instruction in the Cincinnati schools. The half-day plan is one of the strong and preservative features of the German department: it gives time for the best results in the instruction, it insures harmony and co-operation on the part of the English teachers, and it adds comparatively little to the expense of the schools. Another strong feature is the supervision of the male German first assistants.

Intelligent supervision is absolutely necessary to

the highest success of any department of education. It is directive talent that is needed to guide, broaden, and unify the instruction, and thereby secure the highest results. Besides, the German first assistants materially aid the principals in the discipline and management of the schools.

A Suggestion as to the Method of Teaching

Allow me to make a suggestion as to the method of teaching German. In Cincinnati, and doubtless in many other places, it is taught largely as a native language. This is the best plan for those who speak German at home; but it is not so good for the others. They need more practice in school in talking, in conversation, in translation than the others. Indeed, the most forcible objection advanced by the opponents of our position is, that the children of non-German-speaking families do not learn at our schools enough of the German language to speak it. While the charge is entirely too sweeping—for there are those who never speak German at home, yet who learn at school to speak and write the language so correctly that they are capable not only of holding conversation in German, but of giving excellent instruction in the language—still it must be admitted that there is some truth in the charge. This can be readily remedied by giving especial attention to teaching

the pupils to talk the language. This partial neglect in this direction has grown out of the fact that the mother-tongue of a great majority of the children in the German department of our schools is German; and, therefore, to teach it as a native tongue is the natural method for all such children. As the best methods of teaching the two classes of children referred to are radically different, it would be for the highest interests of both if they could be separated, but this is in many places impracticable. We should then, in order to do our duty to the minority, compromise, and adapt our methods more fully to their needs, that no pupil of ordinary intelligence may hereafter pass through the German department of the public schools without being able to converse intelligently in the language, at least on common, every-day subjects.

German Methods of Instruction

Ladies and gentlemen, are you aware that the superior methods of imparting instruction in the English branches, which have long prevailed in Cincinnati and in other cities and towns of the West, are German methods? They were introduced many years ago through the German teachers and trustees who brought them from their fatherland, and through the admirable reports of Dr. C. E. Stowe (the husband of Harriet Beecher Stowe), who

was appointed by the State of Ohio to examine the schools of Germany, and to report on the methods of intruction employed therein.

You have heard much of late years of the "New Education," the "Quincy Methods." What are these so-called "Quincy Methods?" They are methods introduced into the schools of Quincy, Mass., by Colonel F. W. Parker, who came to Ohio some time in the sixties, taught in the public schools of Cleveland, and in the Dayton Normal School, and subsequently returned to his native New England, carrying with him the methods of instruction he had found here, and after a visit to Germany introduced them, slightly modified, into the schools of Quincy. "What are they?" I ask again. They are the German methods heretofore spoken of, substantially the same methods that have been pursued in our Western schools for many years before they were ever heard of in Quincy, before the pen of Charles Francis Adams had made them famous, before they had revolutionized the primary instruction in the city of Boston and the East. Under these methods of instruction introduced from Germany, the children make much more rapid progress than under the old. Consider that, less than fifteen years ago, the A B C method of teaching primary reading was pursued in many towns of New England; that the slate was not put into the hands of the pupils till they had

been years at school; that then came the lead-pencil, and years after the pen. Did you not see, at the Centennial Exposition at Philadelphia, hundreds of specimens of writing from entire classes of pupils of an average age of from eight to ten, and even more years, executed with a lead-pencil, because those Yankee schoolmasters thought the children too young to use the pen? When we consider that "object-lessons," or the objective method of teaching, was unknown at that time in the schools referred to; that the memorizing of the text-book, word for word, was the *sine qua non* of a good recitation, and so on *ad infinitum*, we do not wonder that when Colonel Parker introduced Western methods into the schools of Quincy, the people of the East thought that a new era had dawned, and cried: The "New Education;" the "Quincy Methods." Why, there is n't a German within the sound of my voice; there is n't a person educated within the last twenty-five years, at least, in the public schools of Cincinnati, or of those of many other Western cities we can name, who did not receive instruction under essentially the same methods as those which have made the schools of Quincy famous. The American people, especially in this part of the country, should be profoundly grateful for what the Germans have done, through their superior methods of teaching, for our educational interests.

Too much praise can not be given the Germans for what their advanced methods have accomplished in reforming, elevating, and perfecting the modes of instruction in the schools of our land.

Conclusion

To those who oppose German instruction in our public schools, let me say that the statement that the cost is great has been shown to be without foundation in places where the best and most efficient organization of the department is effected. The belief that the study of the German language retards the progress of the children in English has been completely overthrown by the statistics. The statement that this is America, and therefore we ought to teach the English language only, is not worthy of notice The assertion that the study of German tends to Germanize our pupils, and make them less loyal to our country, is not borne out by the facts. Besides, your sons and daughters are not compelled to study German, as it is an optional branch. Why, then, object to others enjoying its advantages? I have never heard the first valid reason offered against the study of German, and I believe that every intelligent man who will thoroughly investigate the subject free from all prejudice, must come to the same conclusion as I have; viz., that the study of two languages is

for the best interest of the pupils. I not only thoroughly believe in the German department of our schools, but I am convinced that it would be better for the intellectual development of our pupils if they all studied the German language in connection with the English. Besides, it would be better for the interests of this great commercial country of ours if much more attention was paid in her schools and colleges to learning the great living language of modern civilization It is a lamentable fact, indeed, that few Anglo-Americans can be found who can speak any other tongue than the English, while there are thousands of Germans of kindred birth in our midst who are able to converse well in at least three languages; and this is to be attributed mainly to the difference in the educational policies in the two countries.

Ladies and gentlemen, may the time come when our people may be equally wise and far-seeing in their educational policy! This is my sincere wish and ardent desire.

Pedagogic Hints

(FOR TEACHERS)

2230

"THE TENS METHOD" OF TEACHING ADDITION AND SUBTRACTION

INTRODUCTORY REMARKS

When principal of the Second Intermediate School, I found that pupils on entering the intermediate from the district schools—that is, on passing from the fifth to the sixth school-year—were deficient in the abstract work of the four fundamental rules of arithmetic. They could not, as a rule, add and subtract, multiply, and divide with facility. This led me, early in the fall following my election to the superintendency, to examine into these subjects; to investigate the methods pursued in teaching the same, and the results obtained. I found class after class of pupils in the F Grade (third year), who, when forbidden to count on their fingers, required on an average three-quarters of a minute to a minute and a half to add such numbers as 7 and 8.

The causes of this state of things were found to be two: First, nearly the entire time allowed to arithmetic was given to solving problems on slates, even by pupils in G Grade, the second year of

school, and in the solution of their problems the children were allowed to count on their fingers, or by unit marks made with their pencils; and, second, in the grades above the G, much time was spent by the pupils in learning to solve complicated problems which were often beyond the comprehension of the children, and which, in general, they solved mechanically, according to memorized forms.

It was evident that the whole system should be changed. A new course of study was prepared, with especial reference to obtaining, on the part of the pupils, accuracy and facility in the fundamental rules of arithmetic. This course not only made a more natural division of the work to be performed by the several grades, but limited it in denominate numbers, in H, G, and F Grades, to examples involving but one operation, and in the E and D Grades to those involving two operations. In the preparation of the course for the H and G Grades (first and second years) an entire change in the method of teaching addition and subtraction was contemplated. The method which was introduced, and which I designated as the "Tens Method" or "Tens Plan," did away entirely with the addition and subtraction tables previously in use in the schools.

Let me say, in the outset, there is nothing new in the way in which addition and subtraction are performed; but the *method* of teaching the subjects

is entirely original. Since its introduction into the Cincinnati schools, it has been adopted, in full or in part, in many other places.

In justice to both methods it should be stated here that, in some places where it is used, it is erroneously called the "Grube Method." The "Tens Method" originated in the necessity of finding some plan by which pupils could add or subtract two numbers, the sum or difference of which they did not know, without resorting to counting by ones. Experience has shown that pupils taught by this method never resort to counting by units.

The Way in which the "Tens Method" was Introduced

In response to the earnest request of General John Eaton, United States Commissioner of Education, and of other distinguished educators, who had witnessed the excellent results obtained by the "Tens Method" of teaching addition and subtraction in the primary grades of our schools, I gave a brief explanation of the same in the Fifty-third Annual Report of the Cincinnati Public Schools; and as I have received, from time to time, since my retirement from active school work, letters making inquiries in regard to this method, I have concluded to reproduce my article in this

book for the benefit of such teachers as may care to read it. But before doing so, I desire to make a short statement of the way in which the "Tens Method" was introduced; for the manner of its introduction demonstrates, to my mind, the superior excellence of this plan of teaching addition and subtraction in the primary grades. It was as follows: After having given the teachers of H and G Grades a very full and careful explanation of the various steps to be followed in the teaching, and after having stated my reasons for believing in the superiority of the method over others, I said to them that what was wanted were accuracy and facility in addition and subtraction of numbers; that if they were able to get good results from their pupils in these particulars, it mattered not to me whether they followed this or any other good method. Moreover, I assured them that if any one found a better method than the one I proposed, then I wanted that method introduced into the schools; for my desire was to assist the teachers to improve the instruction, and not to compel them to adopt any particular mode of teaching. I also stated that I should visit their respective schools, from time to time, to see how they succeeded in their work in number; and, moreover, informed them that I should give their pupils two oral examinations in number within the school year.

Many of the teachers took up the method at

once; others did not. The results of the examinations showed that the pupils of those teachers who made use of the "Tens Method" did much more accurate and rapid work than the others.

Without going into details, it is sufficient to say, that the teachers who did not adopt the method during the first year, did so afterwards, and of their own accord; for they were constrained to do it in order to obtain better results from their classes.

General Directions

For the first school year the course consists of addition and subtraction of numbers as high as 10, and of analyzing each number from 1 to 10 into any two integral parts.

The analysis or resolution of numbers into parts, is where this method begins to differ from the "Grube Method," or from any other with which I am acquainted. No tables are used in imparting the instruction, and very little written work is required of the pupils—only enough to enable them to write the numbers neatly and to recognize them readily at sight.

The addition, subtraction, and separation of numbers into parts should be taken together, thus: One and one are two; two are one and one; two less one are one. Each number should be so thoroughly taught before the next is taken up that the

pupils will answer almost automatically. Of course, with each new lesson a short review of the preceding numbers should be given. To obtain the best results, the pupils should be required to answer in complete sentences, and fully one-half of the time should be given to simultaneous work. For example, to the question, "What are one and one?" the pupil should not be permitted to say two, but "*One and one are two;*" and then the entire class should repeat the answer, "*One and one are two.*" Teachers should bear in mind that repetition, *repetition*, REPETITION is needed to secure rapid and accurate work in numbers on the part of children.

Again, let me say that one-half of the time in the number lesson should be given to simultaneous repeating. Do not confound simultaneous repetition with what is usually called simultaneous recitation. To ask a class a question, and have the pupils answer together, is as near a good-for-nothing practice as I can well imagine; but to have the question answered correctly by one of the pupils or by the teacher, and then have the entire class repeat the answer, is a most valuable exercise. Individual recitation, and simultaneous repetition by the entire class, will hold the attention of the pupils and awaken their enthusiasm, and thereby secure the best results. In this, as in all other good methods, the exercises on each number should be taught at first with objects.

Explanation—The Teacher Manipulating the Objects

In the preliminary lessons, the teacher should manipulate the objects after the following manner:

Addition.—The teacher takes, for example, two pencils, one in each hand, and holding up perpendicularly the one in the left hand, asks, "How many pencils have I in my left hand?" the children answer, "*One pencil;*" then, holding up the one in the right hand in the same manner, asks, "And how many pencils have I in my right hand?" the children answer, "*One pencil.*" The teacher then brings the pencils together, and asks, "How many pencils have I in both hands?" the children answer, "*Two pencils.*" "Well done, children! you have answered correctly. Now, I am going to put the pencils together again. This time I shall not ask you any questions; but when I hold up one of the pencils, you say '*One pencil;*' and when I hold up the other pencil, you say '*and one pencil;*' and when I put them together, you say '*are two pencils.*' Ready! watch sharply! Remember, you must not say '*two pencils*' till I put the pencils together." "*One pencil and one pencil are two pencils.*" The teacher should repeat the work till the children answer correctly and at the right time.

Resolving into Parts.—The teacher holds up two pencils together, and the pupils are taught to say "*Two pencils are;*" as he moves one of the pencils to the right, the children say "*one pencil;*" and as he moves the other pencil to the left, the children say "*and one pencil.*" "*Two pencils are one pencil and one pencil.*" The reverse is then given, "*One pencil and one pencil are two pencils.*"

Subtraction.—The teacher holds up two pencils together, the one in the left hand perpendicularly as before; but the one in the right hand, which he is going to take away and put behind him, he holds obliquely across the other, to indicate to the children that he is about to take away or subtract the one thus held; as he holds up the pencils in the manner stated, the children say, "*Two pencils less,*" and as he removes the pencil, the children say "*one pencil,*" and as he places it behind him, the children, looking at the one remaining, say "*are one pencil.*" "*Two pencils, less one pencil, are one pencil.*" Or the teacher may have the children say, "*One pencil from two pencils leaves one pencil.*" Practice should be given till the pupils answer correctly in all these exercises, conforming their answers to the action of the teacher. After this the teacher takes three pencils, and proceeds in a similar manner.

Explanation — The Pupils Manipulating the Objects

(2) To make plain each step taken in teaching a number, let us suppose the lesson to be on the number *Five*, and each pupil to be provided with ten balls, strung on a wire on the desk before him.[19]

Addition.—All the balls being on the right side of the desk (it is immaterial which side, provided they are all on the same side), the pupils move *four* of them six inches to the *left*, and just before they take their fingers from the balls they say "*Four balls*," and as they move the *fourth* ball they say, "*and one ball*," and just as it touches the *four*, "*are five balls*" (four balls and one ball are five balls). They should then give the reverse (one ball and four balls are five balls). They then move three balls and two balls (three balls and two balls are five balls), and then the reverse (two balls and three balls are five balls). These four operations complete the process of "making five."

Resolution into Parts.—The pupils then, placing the fingers on the *five balls*, which are now together but separated from the others, say, "*Five balls are*," and immediately moving *four* of them three or four inches to the *right*, and before taking the fingers from them, say, "*four balls*," and then removing the fingers and touching the *one* they

say, "*and one ball*" (five balls are four balls and one ball). They then give the reverse (five balls are one ball and four balls). They next separate five balls into three balls and two balls (five balls are three balls and two balls), and the reverse (five balls are two balls and three balls).

SUBTRACTION.—The pupils now bring the *two* balls and *three* balls together again. They then say "*five balls*," and, moving *four* of them to the *right*, they say "*less four balls*," and then, removing the fingers and touching the ball remaining, they say "*are one ball*" (five balls less four balls are one ball). They then give the reverse (five balls less one ball are four balls). Then bringing the balls together again, they move *three* balls to the right (five balls less three balls are two balls), and the reverse (five balls less two balls are three balls).

The pupils should practice the foregoing operations until they can perform them with accuracy and rapidity. At first they should name the objects; then dropping the names, they should give the numbers as they move the balls; thus, Four and one are five, Five are four and one, etc.

The children must be required in all cases to conform the *word* to the *action; i. e.*, to tell just *what* they do just at the *time* they do it. This is absolutely neccssary in order to keep the attention of the children, and to secure accuracy of thought and expression.

Exercises without Objects

Practice in solving examples rapidly without the use of objects.

In teaching these examples the form of the question should be varied as much as possible.

The following are a few suggestive questions on the number *Five*.

Addition.—Four and one *are* what? How many?

Four and one *make* what? How many?

Four and one *equal* what? How many?

Four *plus* one are what? How many? Teach the sign *plus*.

Four and what are five? Four and how many are five?

What and four are five? How many and four are five?

Begin with one instead of four, and proceed in the same manner—One and four are what? etc.

Resolution into Parts.—Five are four and what? etc. One part of five is four, what is the other part? The teacher names one part of the number, the pupils give the other part.

Subtraction.—In subtraction use the expressions *less*, *minus*, *from*, *subtract*, *more than*, *less than*; thus, Five *less* four are what? Five *minus* four are what? Four *from* five are what? Four

subtracted from five leaves what? Five are how many *more than* four? Four are how many *less than* five?

Of course the examples should be given out promiscuously by the teacher. In answer to the questions, "What make five?" "Five are what?" "Five less?" each child is taught to answer in regular order and according to a specified form, that all may practice in concert. For example, to the question, "What make five?" the pupil begins with the largest integral part of five, which is four, and says, "*Four* and one are five," and the reverse, "*One* and four are five;" then, "*Three* and two are five," and the reverse, "*Two* and three are five."

Question—Five are what?
Answer—Five are four and one;
Five are one and four;
Five are three and two;
Five are two and three.
Question—Five less?
Answer—Five less four are one;
Five less one are four;
Five less three are two;
Five less two are three.

It is a good exercise to have the teacher name some number, as five, and then give the several parts promiscuously, requiring the pupil to give the other parts thus:

The teacher says to the child, "I give one part

of five, you give the other part." Teacher says "*two;*" the child answers "*three.*" Teacher, "*one;*" child, "*four.*" And so on.

When a child misses a question in numbers, he should be required to solve it by the use of the sticks or balls, as the case may be.

The pupils should be practiced on this work till they can answer almost instantaneously, as rapidity is one of the objects to be attained. Bear in mind that this can not be accomplished except by completing one number very thoroughly before taking up the next higher, and by keeping up a constant review of the preceding numbers—that is, complete thoroughly the number two before taking up three; take three, and review two, complete three; take four, and review two and three; and so on to ten. Bear in mind, also, that addition and subtraction, and the resolution into parts, should be taught *together;* the one assists the other. Let the children be taught to speak naturally and sprightly in their number lessons, and not let them drawl their words in a singsong tone.

The course for the second school year consists of addition and subtraction of numbers as high as 100.

First Step.—This step consists of adding units to the even tens (10, 20, 30, 40, etc.), and then of subtracting the units to leave the even tens.

Thus,

10 and 1 are what? 0 and 1 are 1, 10 and 1 are 11.

11 less 1 are what? 1 less 1 are 0, 11 less 1 are 10.

10 and 6 are what? 0 and 6 are 6, 10 and 6 are 16.

16 less 6 are what? 6 less 6 are 0, 16 less 6 are 10.

40 and 7 are what? 0 and 7 are 7, 40 and 7 are 47.

47 less 7 are what? 7 less 7 are 0, 47 less 7 are 40.

And so on to 100.

As adding or subtracting the cipher (0) does not change the unit figure of the answer, it is better to drop this part of the work after two or three lessons, and have the children give the answers at once. Thus, 10 and 1 are what? Ans., 10 and 1 are 11; 11 less 1 are what? 11 less 1 are 10; 10 and 6 are 16, 16 less 6 are 10; etc.

Second Step.—This consists of adding to or subtracting from, the right hand, or unit figures.

Thus,

11 and 1 are what? 1 and 1 are 2, 11 and 1 are 12;

12 less 1 are what? 2 less 1 are 1, 12 less 1 are 11;

12 and 7 are what? 2 and 7 are 9, 12 and 7 are 19;

19 less 7 are what? 9 less 7 are 2, 19 less 7 are 12;

43 and 5 are what? 3 and 5 are 8, 43 and 5 are 48;

48 less 5 are what? 8 less 5 are 3, 48 less 5 are 43;

and so on to 100.

It is evident that adding the 1, 7, and 5, respectively to the right-hand figures of 11, 12, and 43, is simply a review of the first year's work, and all that is new for the pupils to learn in this and the preceding step is the *names of the answers;* hence to secure rapid work the teacher should drill her pupils in naming the numbers below 100 when the right-and-left-hand figures are given. In numbers greater than ten and less than twenty the pupils are first shown that the *left*-hand figure is 1, and if the *right*-hand figure is 1, the number is 11; if the right-hand figure is 2, the number is twelve; if 3, 13; if 4, 14; if 5, 15; etc.

Third Step.—This consists of adding to the right-hand figures to make even tens, and of subtracting from the even tens.

Thus,

19 and what are 20? 9 and 1 are 10, 19 and 1 are 20;

20 less 1? 10 less 1 are 9, 20 less 1 are 19;

12 and what are 20? 2 and 8 are 10, 12 and 8 are 20;

20 less 8 are what? 10 less 8 are 2, 20 less 8 are 12;

23 and what are 30? 3 and 7 are 10, 23 and 7 are 30;

30 less 7? 10 less 7 are 3, 30 less 7 are 23; and so on to 100.

After the pupils are able to solve examples rapidly in this manner, they are required to name the answers without giving the intermediate steps. I suggest, as a good drill exercise, that the teachers at this point require the children to "make 20," for example, and to follow the request by naming all the numbers from 11 to 19 inclusive, requiring the children to give, immediately after each number is named, the supplementary number or answer. Thus, in making 20, the teacher names the number 11, the children answer 9; teacher 17, children 3; teacher 12, children 8, etc. Again, the teacher requests the children to subtract from 20, and names all the numbers from 1 to 9 inclusive, and the children immediately give the answers. Thus, the teacher says 4, the children answer 16; teacher 9, children 11; teacher 3, children 17, etc. These exercises should be carried to 100.

When the pupils have had sufficient practice to enable them to answer almost instantaneously, they are given "string examples." These examples

should contain no numbers which require in the solution the "breaking over the tens." Example: 2+3+5+6+4+8+2+7+1+2+9 are 49. Proof: 49—9—2—1—7—2—8—4—6—5—3—2=0.

The third step, especially that part which pertains to subtraction, is so very important that perhaps a brief explanation of the law upon which it is based would not be out of place here. Why, in subtracting, say 7 from 30, is the right-hand figure of the result obtained by taking 7 from 10? Answer: 30 is composed of 20 and 10; if we take away 10, it will leave 20; if we take away 7, which is only a part of 10, it will leave the other part, which is 3; and 20 and 3 are 23.

The Fourth and Last Step.—This consists of breaking over the tens in both addition and subtraction.

Thus,

9 and 2 are what? Operation, 9 and 1 are 10, 10 and 1 are 11. Ans., 9 and 2 are 11.

11 less 2 are what? 11 less 1 are 10, 10 less 1 are 9. Ans., 11 less 2 are 9.

7 and 8 are what? 7 and 3 are 10, 10 and 5 are 15. Ans., 7 and 8 are 15.

15 less 8 are what? 15 less 5 are 10, 10 less 3 are 7. Ans., 15 less 8 are 7.

46 and 7 are what? 46 and 4 are 50, 50 and 3 are 53. Ans., 46 and 7 are 53.

And so on to 100.

It will be seen that, in giving the final results, the numbers to be added or subtracted are repeated with their answers. This is done in order that the pupils may learn more readily to add and subtract without separating the second number into parts. But at first, and until the pupils are so familiar with this step that whenever they do not know the answer they will immediately resolve the second number, as shown above, they should be required to work every example in this manner. If a pupil taught by the old method does not know, for example, that 7 and 8 are 15, he is compelled of necessity to count from 7 to 15 by units, either mentally or on the fingers; while by this method, to which he resorts only when the answer is unknown, he simply resolves the 8 into 3 and 5, and adds the parts separately: *i. e.*, he takes enough units from the 8 to add to the 7 to make 10, and then adds the remainder 5 to 10, making 15. It is evident that the child stands fewer chances of making a mistake by the latter method; besides, the work is done more rapidly.

Educators will please bear in mind that "breaking over the tens" is but one step in the "Tens Method," and not the entire method, as has been stated in a few educational publications. Besides, I wish it to be understood that this step is a means only, and not an end; that the end I desire to accomplish is the addition and subtraction of num-

bers with accuracy and facility without resolving them. And I am convinced that children can be taught to add and subtract numbers as wholes with accuracy and facility in much less time by having first been drilled in this analysis. In addition, some of our teachers, however, prefer to have their pupils adopt the plan of always resolving the numbers into parts, in the manner indicated. I make no objection, because it is an excellent and logical way of adding—one which is used by some of our best bookkeepers, and one which I recommend all persons to adopt who are naturally poor in addition.

In this article on Primary Arithmetic, I have endeavored to present the main features of the method so clearly that teachers who are not familiar with it may be able to use it successfully, without further assistance than is given here.

I here acknowledge my obligation to Miss Delia A. Lathrop, now Mrs. Dr. W. G. Williams, of Delaware, Ohio, who, recognizing the excellence of the "Tens Method," introduced it at once into the Cincinnati Normal School, of which she was then principal, and thus rendered me important assistance in introducing the method into the schools. In this connection, I can not refrain from expressing my gratitude to Dr. John Mickleborough, who, when principal of our normal school, published an explanation of the method, and named the method after me.

Teaching Accuracy in Reading

Repeating or omitting words, or substituting others not in the reading lesson, is one of the most common faults with which teachers have to contend. This carelessness, however, is not confined to children. Comparatively very few adults can read half a column in a newspaper without blundering. Within the past school year, 1885 and 1886, as also in previous years, I examined a number of the schools for the purpose of ascertaining the average number of lines classes could read without making one of the above mistakes. As it would consume too much time to examine every pupil, I selected at random from classes of all boys or all girls five, and from classes of boys and girls four of each sex. I found, first, that in most of the classes the average number of lines read was small, seldom more than eight or ten,[20] and often less; secondly, that the girls were, as a rule, more accurate readers than the boys; and thirdly, that those who were able to read a large number of lines were universally good spellers. I recommend that one lesson in five—*not more than this*—be given during the coming year in the following manner, viz.: Let the teacher take some piece with which the pupils are familiar, and see how many of them can read—if

poetry, two stanzas; if prose, ten lines—without making any of these mistakes. When a pupil makes a blunder in reading, for example, his two stanzas, let him be seated at once, and another try till some one has read them; then proceed in the same way with the next two, and so on till the piece is completed; then test them on calling the words backwards in the same manner. Naming the words backwards is a very important exercise in this connection, as the pupil is compelled to look carefully at each word or he will fail. Now and then vary the lesson by having the class read backwards in concert.

Teachers who desire to give per cents on this work may readily do so by allowing ten per cent for each line up to ten lines, or one hundred per cent.

Opinions of Principals and Teachers

The teachers were requested to give this plan a fair trial, and to report to me at the close of the year the results obtained by it and their opinion of it. They were cautioned not to give too much attention to this mechanical reading; not to give more than one lesson in five, as the great objects in teaching reading are to give the pupils power to grasp thought from the printed page, and to teach them to read those thoughts with correct expression.

The teachers with unanimity reported favorable results. The following are a few extracts from their reports. A teacher says: "Before trying the plan, I tested my pupils to see how many lines they could read without an error, and found twelve only who read more than ten lines, while not one could read over seventeen. Now the class will average over forty lines and some pupils will read over a hundred." Another reports: "The Friday lesson was set apart to 'line reading,' as we term it, and by adopting your excellent plan we found the results in reading more satisfactory than in any previous year." "The plan," says a principal, "suggested by you for securing accuracy in reading has done more to improve the reading than all the plans heretofore pursued. It has made the careless painstaking, and the disposition to omit words or inject others is fast disappearing." Another principal reports: "Your plan is worthy of much consideration; it secures, by the care observed, a distinct utterance of the elementary sounds; furthermore, that much-deplored habit of blending the end of one word with the beginning of another is, in a great measure, overcome by it. In short, this plan is the only one which will secure the best results in reading." "I have followed the suggestions in regard to reading, and find them very efficacious. The habit of stammering has been reduced amazingly," reports a teacher.

A principal says: "In addition to the report of the teachers on reading, of the effect of your recommendation, I would say that my final examination showed to me conclusively the benefits of the course recommended by you. The halting and stammering, the repetition and miscalling of words, were not nearly so noticeable as formerly, and the pupils acquired a readiness and fluency in reading that gave more time to develop the thought, expression, and sentiment of the lessons read." Similar reports were received from hundreds of teachers. May I not recommend the adoption of this plan into other schools of the country?

The Percentage System

The subject of examination and promotion of pupils is one of the most difficult of solution of any connected with our city school systems. Years ago, educators thought that they had found the true solution in "percented" written examinations. Such examinations were held in every subject in which it was possible to hold them; and in order to stimulate the teachers to greater exertions, the per cents were posted up in the offices of superintendents, exhibited and commented upon in the different schools, carried around in triumph by

principals, paraded in the daily papers, and published in the school reports. But it was found that attaching undue importance to per cents leads to the driving and cramming process, to teaching in narrow ruts; that it offers inducements to teachers to resort to improper devices and expedients, which keep the children from thinking for themselves, and which therefore retard rather than develop the reasoning faculties; that it causes teachers to violate their time-tables, to overburden the pupils with home work, to inflict unnecessary punishment, and not infrequently to drive poor pupils out of school.

Experience shows that the best teachers do not, as a rule, obtain the highest per cents from their pupils. Of course, in a properly-graded school, their classes will rank high; but they will be beaten every time by classes taught by inferior teachers who follow narrow ruts. Good teachers will obtain good per cents; but to judge teachers wholly by per cents, as has been done so generally in the past, is to commit an injustice.

As my predecessor, Dr. John Hancock, once said: "Per cents show some things, but they do not show all."

The methods pursued in obtaining the per cents are of far more importance in estimating the true worth of a teacher than the per cents themselves.

For these reasons there has been a growing

sentiment in favor of abandoning the percentage system altogether. Not seeing my way clear to dispense wholly with the system, I endeavored, during my superintendency, to relieve, as much as possible, the pressure formerly brought to bear through per cents, by not publishing them, by not even requiring the teachers to report them, by attaching very little importance to them, and by throwing them off of "object lessons," history, and physics, subjects that would better never be touched than be taught by the pernicious methods to which teachers are compelled to resort in order to obtain high per cents in written examinations. And that the non-percented subjects might not be neglected, I requested the principals to give especial attention to them, and required them to make a written report twice a year, not only upon the results obtained, but upon the methods pursued in imparting the instruction.

In addition to the foregoing, each teacher was assured that her standing in the estimation of the superintendent and of the Board would not depend upon the high per cents her pupils might obtain in examinations, but upon attention to duty, manners, mode of discipline, methods of instruction, and upon the tone of her school.

Moreover, believing that much injury had been done in the past by imposing home study upon young children, the teachers of the district schools

were prohibited from assigning lessons to be learned outside of school hours, and, at the same time, the teachers of the intermediate schools were limited as to the amount and nature of the home work they were permitted to require.

The custom which had so long prevailed of holding a final examination of the district and intermediate schools in June of each year, on questions prepared by the superintendent, was kept up; but the requirements for promotion were so modified that not only pupils who reached the average which was fixed after the examination, and which was usually seventy per cent—never more than seventy—but all others were advanced whom the principals recommended, together with those who had been in one grade two years. Thus the pupils were "passed," as it is called, first, on having obtained the required average per cent in the final examination; second, on the recommendation of the principals; third, on the fact that they had been in the same grade two years.

The foregoing was the manner of promotion of pupils during my administration, except from the A Grade of the intermediate to the high schools.

The high schools of Cincinnati are under a separate Board, known as the Union Board of High Schools, and a committee from this body fixed each year a definite per cent which a pupil must obtain in the final examination given by the superintend-

ent. There was no exception made. The pupil who did not obtain the required average failed of admission.

As has been stated, the terrible pressure that had been brought to bear upon the schools through the undue importance previously placed upon per cents, was removed from the first seven grades of the schools at the beginning of my administration. In my opinion, the teachers in these grades had all the relief in this direction that it is advisable to give, and were as free to act as the best interests of the schools demand. I am not one of those who believe that a great school system like that of Cincinnati can be maintained at a very high standard of proficiency where the transfers of pupils are left entirely in the hands of the individual teachers and their respective principals.

The percentage system, when proper safeguards are thrown around it and when judiciously applied, is essential, if the highest interests of the schools are to be subserved. I complain not therefore of the use, but of the abuse of the system.

Had the admission of pupils to the high schools been in the hands of the superintendent, proper relief would have been given the teachers of the A Grade of the intermediate schools. But unfortunately this was not the case; for, at the time, the high schools were only nominally under the superintendent, he having merely advisory powers.

The rigor of the requirements of the Union Board for admission of pupils to the high schools, and the natural desire of both principals and teachers to have as large a number as possible of the pupils remaining in this grade in their respective schools pass a successful examination, led some of the teachers of the A Grade to drive and cram for percents in those subjects in which written examinations were required, and to slight those in which they were not.

What could be done for relief here was a question that gave me much serious thought. At last I recommended to the Union Board to admit to the high schools the upper half of the pupils in the A Grade of each intermediate school, upon the recommendation of the principal, without examination, the plan that I had adopted in the remaining grades of these schools. The Board was not prepared to make so radical a change in the method of transferring pupils, but adopted a modified form of my recommendation by passing a rule to admit "without further examination, fifty per cent of the pupils having the highest per cent, who shall attain an average of seventy per cent, or above, on four examinations held by the principals during the year."

My plan left the selection of the "honor pupils" wholly to the judgment of the principals and teachers of the several schools, and did not re-

quire examinations, or tests as they are now called, to determine who were to be "honor pupils;" for I feared that, if this be done, it might lead to more cramming than before. The rule, however, was in operation only one year, when the superintendency of schools passed into the hands of my successor, Dr. E. E. White, who, by an act of the Legislature, became superintendent of the high schools in fact as well as in name. During Dr. White's administration the promotion of pupils to the high schools was placed by the Union Board in the hands of the superintendent.

Since Dr. White's successor, Superintendent W. H. Morgan, has been in charge, the old rule admitting "honor pupils" without examination has been re-enacted, with such modifications as the superintendent suggested. The rule is as follows: "Pupils from the city intermediate schools may be admitted to the high schools upon the following conditions: The upper half of the A Grade of these schools, so determined by a combination of the teachers' estimates and the various examination results, allowing each equal value in the determination, and so certified by the principal of each school without further examination. The lower half must be examined at the close of the school year, at their respective schoolhouses, under the supervision of a high-school teacher, etc.

While I am convinced that the plan of promoting

one-half of the pupils of each grade as "honor pupils" without requiring them to take the final examination given by the superintendent, is the best that has been devised for a great system of schools, I do not approve of requiring the teachers to hold and record each year a certain number of stated examinations. Teachers should have more freedom.

Farewell to the Schools

THE CONCLUDING ARTICLE OF MY LAST ANNUAL REPORT, AUGUST 15, 1886.

In concluding this, my twelfth and last Annual Report of the Condition and Progress of the Cincinnati Public Schools, I wish to express to all past and present members of the Board of Education who have upheld and sustained me in my work, to principals and teachers, who have so fully and effectively co-operated with me in my earnest endeavors to improve the school system of this city and to keep it in the forefront of American systems, my heartfelt gratitude; for, without such support and co-operation, little could have been accomplished. But now, in reviewing my twelve years' superintendency of the Cincinnati public schools, I take pride in the fact that it has been characterized by shortened hours of tuition; by lengthened certificates for teachers; by the impulse

given to beautifying school-rooms with the portraits of the great and good in history and literature, and with other pictures; by the greatly-lessened pressure of the percentage system; by the development of the "Tens Method" of teaching primary arithmetic, now pursued in many schools of the country; by the introduction of a systematic course of moral, humane, and literary training, through "Memory Gems," including in its scope the inauguration of authorial celebrations and the celebration of "Arbor-day," or memorial tree-planting, and by the remarkable neatness and beauty of execution of pupils' work on slate and paper, accomplished largely through the introduction of the systematic and attractive forms daily ruled by the scholars with pen and pencil.

It has been my earnest endeavor to make character-building, in its best sense, the great object of my administration, and hence the question, what would make our pupils nobler and more useful men and women, and not what would produce the highest per cents, has been the test of all measures and changes advocated or adopted by me.

I now take leave of trustees, principals, teachers, and pupils, in the sincere desire that the public schools of Cincinnati, under the guidance of my distinguished successor, Dr. E. E. White, will be brought to a still higher state of excellence and of usefulness.

Personal Incidents

sun was beginning to cast shadows upon the lake from the tall pines that bordered the western shore when I came.

While resting on the greensward of the opposite shore, where the ground gently slopes to the lake, and looking out upon the placid water—for not a ripple disturbed the glassy smoothness of the surface—I saw the whirl of a pickerel. "Good!" thought I; "I 'll catch that fellow." What boy with a fish-line in his pocket would not think this, though the scenery were never so beautiful? In those days it was my custom to carry a hook and line when on my rambles. I cut a pole from a clump of alders near by, fastened the fish-line to it, baited the hook, and threw out the line, dropping the bait into the water a little beyond where I had seen the pickerel-whirl, and drawing it just below the surface, by short jerks, past the place. Sure enough, I caught the fish, and shortly thereafter another; then, moving up to near the outlet of Brandy-brow Brook, to where some oak-trees hung over the steep bank, a few feet from the water's edge, I threw out the line again. This time I hooked a larger fish than either of the other two; but in pulling him out the line was thrown into the branches of one of the oaks. The fish fell to the ground, and was saved; but the hook caught in the branches of the tree, and was lost.

All hopes of further fishing were gone. Grief-

THE "OLD MILL-POND"

The "old mill-pond," Kenoza Lake,
And woods of Brandy-brow,
The favored haunts of boyhood days,
Are dear to memory now.

stricken and almost broken-hearted, I resolved to return home; so, from a small gray birch that grew near the bank, I cut a crotched stick on which to string the fish; but as I was in the act of stringing the largest and last one caught, I noticed that something projected the skin just below the gills. I cut in with my knife to see what it was; when, behold! to my inexpressible joy, I found it was a fish-hook, and a larger and better one than I had lost. Delighted beyond measure, I hurriedly cut out the hook, fastened it to the line, baited it, and renewed my fishing. When darkness overtook me, I went home with a string of more than a dozen fine pickerel, the happiest boy in town.

How rapidly grief and joy alternate in this life!

My Spring

What is true of other parts of the world, in regard to the evils resulting from the devastation of forests, is alarmingly true of many parts of our own country. In numerous places in my own State, Ohio, the soil has been largely washed away from the hillsides since the forests have been destroyed, leaving deep gullies and bare rocks on the once beautiful slopes, and covering with a débris of stone and gravel the once fertile valleys below;

for the rainfall, instead of percolating through the soil to come out at a lower level in refreshing springs, rushes unhindered into the streams, causing frequent floods.

Thousands of springs and brooks that once gave forth a continuous flow, are now dry in midsummer. In this connection let me give you an example within my own personal experience; and, gentlemen, I am confident that most of you can call to mind similar occurrences. There was located on my father's farm, almost within sight of my old home, a never-failing spring of crystal water, in a ravine bordered by hill-slopes covered with a beautiful forest of pine. I dug out the spring, as we say in rural parlance, making a small pond of some twenty feet long by ten wide, and two or three feet deep. The upper end, where the cool spring-water bubbled up from the earth, I covered over with large, flat stones, making a kind of bridge to serve as shelter and protection for the beautiful speckled trout, some twenty in number, with which I stocked my little pond. O, what delight I took in those happy boyhood days, in feeding my pets, which became almost as tame as the chickens about our door! Years passed on. I left my native home to live in Ohio, and, after the expiration of two years, I returned to visit my parents. I went to see the spring, that spot so dear to my childhood and youth, and think of my sur-

prise and amazement when I found that no spring was there! Only a few bare stones remained to mark the place where the everflowing spring once was. The cause of this was the cutting down of the pines that covered the slopes on either side. Since that time a growth of beautiful oaks has sprung up, and my never-failing spring has returned.

PLANTING THE MAPLE-TREE

(WRITTEN FOR THE YOUNG)

Now, I am going to tell my young friends how I became, in early boyhood, the friend of forest-trees.

Sometime before the date of the story I am about to relate, father had remarked to us boys that it would be a good thing to have a trout in the well, that the fish would destroy the insects and help in other ways to keep the water pure and healthful; besides, he assured us that the open well would make a nice home for a brook trout, as this fish lives only in cool or cold water; and, moreover, it likes the shade.

One fine day, in the following spring, after the snow had melted away, but before the buds on the small trees in the forests began to start, father's words came into my mind, and I decided to get ready, run down to Brandy-brow Brook, catch a small trout, and put it into the well, as father had

suggested. So, having made a kind of fish-hook by first heating over the flame of a lamp and then bending into proper shape one of mother's sewing-needles—the needle was used in order not to injure or unnecessarily hurt the fish—and having threaded this needle-hook with strong linen thread and fastened the opposite end of the thread to a long slender pole, off I went, with a small tin bucket in one hand and the pole in the other, and Rover, our large, black, curly-haired Newfoundland dog by my side. On arriving at the brook, I baited the hook with a small earthworm, which I found by turning over a large stone that had lain a long time partly imbedded in the moist soil, and began fishing in "the ripples" under the deep shade of my favorite trees, "the hemlocks." Here the brook broadens to three or four times its usual width, and the shallow water runs murmuring over the stony bottom; and here, during the daytime, little trout are always to be found. It was but a few minutes till I had one of the gold-and-red-spotted beauties safe in my bucket.

Fishing over, and not being ready to return home, I started down along the bank of the brook to see what Rover, who was barking furiously, had found; more, however, to please the noble dog who would show, by the expression of his large, kindly eyes and by the wagging of his long bushy tail, the joy he felt at my approach on such occa-

sions, than because I thought that he had found anything of importance; for, my young friends, you know that a Newfoundland dog, though very valuable for many things, is good for nothing as a hunter. Rover would make far more fuss over chasing a mouse or a chipmunk into a hole than a hound would in driving a fox into his burrow, and would be much more pleased over his achievement.

On coming to within a few feet of the place where the dog was, I saw that, just as I had expected, he had driven one or the other of these tiny creatures under the roots of an old pine-tree that stood by the little stream; so I stopped, called Rover to me, and began to pet him, as much as to say: "Good dog! you have done the best you knew how, and I love you for it." While standing there, petting the big, good-natured animal and looking about me, my attention was attracted by the beauty of the bark and the neat and trim appearance of a small tree that stood near the opposite bank of the brook. I leaped across the brook, and carefully examined the tree. Though not knowing its name, I was so pleased with it that I made up my mind at once to take the little trout I had in the bucket home, put it in the well, and get the spade, dig up the tree, and plant it in the road in front of the old farmhouse in which I lived. The resolution was promptly carried into

effect, and the tree was planted. I remember now, as if it were but yesterday, with what exultant joy I showed the tree to my father on his return from town that evening, and with what delight I related the circumstances that led to its discovery and planting. Father informed me that it was a sugar or rock maple, a variety of the maple-tree rare in that section of the State. In other parts of New Hampshire many farmers have large groves of these trees, from whose sap great quantities of syrup and sugar are annually made. The next year others of the same variety were planted, until a row of beautiful sugar-maples adorned, and still adorns, the road in front of my old New Hampshire home.

Such was my interest in those trees that for years, even after I came to Ohio and settled in Cincinnati, on my visits to my parents, I measured their stems to ascertain how rapidly they grew, and kept a record of their annual growth in a note-book stowed away in one corner of the old cupboard, over the kitchen fireplace, which my mother permitted no other member of the family to disturb. And now, after more than forty years have passed since the planting, my attachment to these maples is so strong that I have almost as great a desire to see them as I have to visit the friends of my boyhood.

WHY I BECAME IN BOYHOOD AN OPPONENT TO CAPITAL PUNISHMENT

In 1844 a man in Grofton County, New Hampshire, was arrested, tried, convicted, and sentenced to be hanged for the supposed murder of his wife. The circumstances were as follows:

A man and his wife slept in a room which was separated only by a board partition from another room occupied by an old lady. One morning the wife was found hanging to the bedpost, dead. The husband was arrested on the charge of murder in the first degree, and was thrown into jail, at the same time declaring his innocence. At the trial the old lady testified that she heard loud words between husband and wife, and threats that he would kill her, and afterwards heard scuffling between them; but that, being alone, she was afraid of her own life, and therefore lay quiet, etc. The jury brought in a verdict of guilty, and the judge sentenced the prisoner to be hanged. My father, at the time a member of the New Hampshire Legislature, made a careful examination of the testimony, and became convinced that the crime was suicide, and not murder. Accordingly, he introduced a bill into the House of Representatives to pardon the condemned man. After a somewhat lengthy discussion, the House decided to refer the

whole subject to a special committee of ten, of which my father was appointed chairman, with instructions to report by bill or otherwise. The committee, after a careful and patient examination of the evidence, instructed its chairman to report to the House a bill commuting the sentence of the prisoner to imprisonment for life in the State Prison. Mr. Peaslee immediately informed the House of Representatives that the select committee would be ready to report at seven o'clock in the evening, and asked the House to adjourn to that hour, stating that it was of the utmost importance that prompt action be taken, or otherwise the execution would take place at ten o'clock the following day. The House did as requested. Long before the hour arrived to which the House had adjourned, the spacious galleries of the Hall of Representatives were filled to overflowing with spectators to hear the report of the committee. Among them were the aged mother and two sisters of the prisoner, weighed down by grief over the misfortunes of a son and brother. The bill was advocated with great zeal on the part of my father and some others, but was met with strenuous opposition on the part of friends of capital punishment, who tried to defeat the object of the bill by delaying action until too late to prevent the execution, which they nearly succeeded in doing; for the bill was passed by the House of Representa-

tives and received the signature of the governor only a few hours before the time set for the hanging to take place.

In front of the State House stood a rider by his horse, ready to start with the commutation papers as soon as they received the signature of the governor. On the instant they were handed him by Mr. Peaslee, he leaped upon his horse, and rode away through the snow; for it was winter, and a deep snow lay upon the ground. But by a relay of horses, for which arrangements had previously been made, the rider reached the place appointed for the execution two hours before the time set for the hanging.

The prisoner was brought to Concord, and incarcerated in the penitentiary, where he remained two or three years, when, on account of his good behavior and the great probability of his innocence, he was pardoned, and from that time he lived a blameless life, honored and respected in the community in which he resided. After leaving prison he wrote a number of letters expressing his heartfelt gratitude to father, and saying that but for his disinterested exertions in his behalf, he would have died an ignominious death upon the gallows, though innocent of the crime charged against him.

The reading of these letters and the listening to the story related to me when a boy by my father, who could not tell it without shedding tears when

he came to the scene that ensued in the rotunda of the State House, when that aged Christian mother and the two daughters met him, and threw their arms around his neck, and wept grateful tears—"Language," said father, "seemed inadequate to express their gratitude for what I had done for them"—deeply impressed my mind, and made me, from that day to this, an opponent to capital punishment.

My father lived to see conclusive evidence of the man's innocence adduced, and his own convictions sustained.

GENERAL NOYES AND THE POET WHITTIER

General Noyes and the poet Whittier were intimate friends. So close was their friendship that when the General went to the seashore, as was his custom, to spend a few weeks in summer at Boar's Head or Rye Beach, Whittier, if at home, would come down to see him and put up at the same hotel. The first time the poet did this, General Noyes asked him: "Mr. Whittier, how long do you expect to remain here?" "As long as thee does," was the reply; and he invariably did so.

General Noyes was one of the judges of the Superior Court at the time I was clerk of the Hamilton County courts. One morning, as I was standing in the rotunda of the court-house, Judge Noyes

came in, and, walking up to me, said: "Mr. Peaslee, did you see Whittier when you were East!" "No, Judge, as I spent only two days at my old home, and as Whittier was at Oak Knoll, I did n't have time to call upon him." General Noyes then spoke of the attachment and love that existed between Whittier and himself, related the incident above mentioned, and told how they first became acquainted at a railroad station as each was walking up and down the platform, waiting for a train that was late, and then, looking me earnestly in the face, he said: "Do you know that Whittier's 'The Eternal Goodness' is my favorite poem?" and thereupon he recited, in his eloquent and impressive style, the following verses that I had put together, they being separated in the poem, for publication in my "Gem Book:"

> "Yet, in the maddening maze of things,
> And tossed by storm and flood,
> To one fixed stake my spirit clings:
> I know that God is good.
>
> I know not where his islands lift
> There fronded palms in air,
> I only know I can not drift
> Beyond his love and care."

I shall never forget the expression of reverence and trust upon his countenance, his gracefully-curved rising and falling gestures, the peculiar but pleasing cadence of his rich, melodious voice,

as General Noyes lifted his eyes toward heaven, and repeated the last line,

"Beyond His love and care,"

reverently bowing his head at the final word "care."

The Judge, at the close of the recitation, said: "Mr. Peaslee, I 'm not feeling well. I think I 'll go home. I had rather a bad night of it last night, and Mrs. Noyes did n't want me to leave the house this morning; but I thought I would feel better, and came down." "Judge," said I, "if you are not feeling well, I advise you to go home." We bade each other good-morning, and General Noyes started for home, passing through the county auditor's office, and out at the upper Court Street door. It seemed but a moment after the General left me when one of the deputies in the auditor's office came rushing into the hall, and said: "Mr. Peaslee, your friend Judge Noyes is dead. He dropped dead on the sidewalk only a few steps from the court-house." Grief-stricken, but hoping for the best, I hurried out, to find that it was, alas! too true. Yes, this brilliant son of Dartmouth—General-Governor-Minister-Judge Noyes—had gone to his eternal rest, beloved and honored by all who knew him, and, thank God! in the spirit of his friend Whittier's immortal words, which were still fresh upon his lips.

Being known as a friend of the family, I was selected to break the news to Mrs. Noyes. Hard, hard, indeed, as it was, I did so, and related to this noble, gifted, but heart-broken woman the incident that occurred on the very eve of her husband's death. Mrs. Noyes requested me to select five or six stanzas from "The Eternal Goodness" to be sung at the funeral. I selected six, two of which were those which General Noyes so eloquently and touchingly recited on that fatal morning.

Letters from American Authors, or their Representatives, Relating to Author-day and "Arbor-day" Celebrations by the Public Schools of Cincinnati

LETTERS FROM AMERICAN AUTHORS

LETTERS RELATING TO AUTHOR-DAY CELEBRATIONS

WHITTIER-DAY, DECEMBER, 17, 1889.

LETTER FROM JOHN GREENLEAF WHITTIER.

DANVERS, MASS., 12 Mo. 23, 1879.

My Dear Friend,—I have read with surprise and pleasure the account of the celebration of my birthday in the Cincinnati schools. I am glad to be thus remembered by the young people who must erelong take the places of the men and women of the present time.

I have somewhere seen it stated that Bernardin de St. Pierre, the author of "Paul and Virginia," read the manuscript of his wonderful story to a select company of literary men, who heard it coldly and with no word of approval. He was grieved and disappointed; but, when some of the young child-friends whom he loved, called on him, he read it to them, and they were delighted with it. Encouraged by this, he published the story, and it is now a French classic; has been translated into all languages, and will be read and admired as long as there are boys and girls in the world.

For myself, as an author, I have, perhaps, been better treated by the public than I deserved; but, if ever I feel myself too severely censured by older

critics, I shall appeal from their judgments to my young friends by the beautiful river in the West. Let me say that I am glad to find the son of my old neighbor so worthily filling the responsible position of superintendent of the schools of one of the great cities of the Union.

I am very truly thy friend,

JOHN G. WHITTIER.

LONGFELLOW-DAY, FEBRUARY 27, 1880.

FROM HENRY WADSWORTH LONGFELLOW.

CAMBRIDGE, Dec. 25, 1879.

My Dear Sir,—I have had the pleasure of receiving your very interesting letter, and wish it were in my power to comply with your request to send you some lines to be read on the occasion you mention. But want of time and numerous engagements render it impossible.

I can only send you my Christmas and New-Year's greeting to the grand army of your pupils, and ask you to tell them, as I am sure you have often told them before, to live up to the best that is in them; to live noble lives, as they all may, in whatever condition they may find themselves, so that their epitaph may be that of Euripides: "This monument does not make thee famous, O Euripides! but thou makest this monument famous."

With best wishes for yourself and all your pupils in all the schools, and the hope that your labors may be crowned with perfect success,

I am, dear sir, yours faithfully,

HENRY W. LONGFELLOW.

FROM OLIVER WENDELL HOLMES.

BOSTON, Feb. 14, 1880.

Dear Sir,—The writers whom the schools of our sister city have honored by celebrating their birthdays should be very grateful to them and to you. There is no place which an author's thoughts can nestle in so securely as the memory of a school-boy or school-girl.

I had the pleasure of meeting Mr. Longfellow a few evening since, and took the opportunity of telling him that my rhyming machinery was out of gear, or I would have sent some lines for the Cincinnati school celebration of his birthday. The truth is, I am engaged with another kind of work, and it will never do to shift a barrel organ from one tune to another while it is playing. It must get through "Old Hundred" before it strikes up "Hail to the Chief!" I do not mean that I am writing an epic, or a tragedy, or an ode, but that my stated duties and the burdens of an almost unmanageable correspondence are about as much as I am equal to.

But whether it is said in verse or prose, all will agree that in honoring Mr. Longfellow, you are honoring the literary character in one of its purest and noblest representatives—a man whom any country might be proud to claim as its laureate, and of whom we, who are his neighbors, can say truly that we know him by heart as all the English-speaking world know his poems.

I am, dear sir, very truly yours,

O. W. HOLMES.

FROM HENRY WADSWORTH LONGFELLOW.

CAMBRIDGE, Feb. 23, 1880.

My Dear Sir,—I am glad to comply with your request in regard to your "Prose and Poetical Selections." Please make use of any poems of mine which may suit your purpose.

I am deeply touched by the manner in which my birthday is to be celebrated by teachers and pupils of your schools. I have received many letters upon the occasion—so many that I have not been able to answer all of them in season, which I regret extremely. I am not, and do not wish to seem, indifferent to such an honor. But I have felt that I ought not to take any prominent part in celebrating my own birthday. I can only be thankful for the compliment, and send my good wishes to all.

With great regard, I am, my dear sir,

Yours very truly,

HENRY W. LONGFELLOW.

FROM JOHN GREENLEAF WHITTIER.

DANVERS, MASS., 3d Mo. 3, 1880.

JOHN B. PEASLEE, ESQ.:

My Dear Friend,—I am happy to see by the copies of the Cincinnati papers sent me, I presume by thyself, the accounts of the successful celebration of the birthday of my friend Longfellow by the thousands of pupils of the schools under thy supervision.

It was a happy thought of thine—the celebration of the birthdays of those eminent in literature, art, and patriotic service—which seems to be everywhere received and acted upon.

Congratulating thee upon it,

I am very truly thy friend,

JOHN GREENLEAF WHITTIER.

HOLMES-DAY, DECEMBER 3, 1880.

FROM OLIVER WENDELL HOLMES.

BOSTON, November 20, 1880.

My Dear Young Friends,—You are doing me great honor by committing some of my lines to memory, and bringing me so kindly into remembrance. If I had known how much was to be made of my verses, I should have been more thoughtful and more careful in writing them. I began writing and printing my poems at an age when many are far advanced in wisdom; but I was boyish and immature. And so it happens that some productions of mine got established in my books which I look upon now as green fruit, which had better been left ungathered. I can trust the keen intelligence of my young readers to discover which these were. After all, it sometimes happens that youthful readers find a certain pleasure in writings which their authors find themselves to have outgrown, and shake their gray heads over as if they ought to have written like old men when they were boys. So if any of you can laugh over any of my early verses, unbutton your small jackets, and indulge in that pleasing convulsion to your hearts' content.

But I sincerely hope that you will find something better in my pages; and if you will remember me by "The Chambered Nautilus," or "The Promise," or "The Living Temple," your memories will be a monument I shall think more of than any of bronze or marble.

With best wishes for your happy future,

I am your friend,

OLIVER WENDELL HOLMES.

FROM JOHN GREENLEAF WHITTIER.

OAK KNOLL, DANVERS,
10th Mo. 2, 1880.

My Dear Friend, John B. Peaslee, Esq.,—I think we makers of books ought to be grateful to thee for introducing us to the young people, who are rising up to fill our places more worthily, I hope, than we have done. Apart from any personal interest in the matter, it is surely fitting and proper to keep the youth of our country familiar with its authors who are conscientiously endeavoring to build up American literature, or, at least, to lay the foundation-stones of the fabric.

I am very truly thy friend,

JOHN GREENLEAF WHITTIER.

I inclose a little poem lately written to my niece's little boy, who bears my name. The Greenleafs were of Huguenot stock. The French poet Marot furnished the religious songs and hymns at the time in which the first emigrant to America lived.

FROM J. G. HOLLAND.

EDITORIAL ROOMS, SCRIBNER'S MAGAZINE,
743 BROADWAY, NEW YORK,
Nov. 18, 1880.

JOHN B. PEASLEE, ESQ.:

My Dear Sir,—I am not well enough or sufficiently aloof from business to write a letter worth reading in public; but I should like to say to you, at least, how very warmly I admire the genius of the writer whose anniversary you celebrate, and how lively my sense is of the great pleasure his work has given to his countrymen. There is no writer, of either prose or verse, whose work is surer of preservation in the loving and admiring appreciation of the American people than that of Dr. Holmes. He is a brilliant wit, a genial humorist, and, something more and better than these, he is a true poet and a most engaging social philosopher. To me, his work seems more crystalline than that of any of his confreres. There is never, in any of his writings, any suspicion of padding. The essential elements, excluding all mixtures and all foreign and unnecessary material, assume in his verse a form which can only be characterized as crystalline—every angle and facet and point assuming their natural relations, and producing the effect of a creation discovered rather than invented. Some of his stanzas are so natural that we can not imagine how they ever could be written in any other way.

You are doing a good thing in making the children under your care acquainted with the work of

America's highest and best, and in teaching them to do honor to literature and the hearts and brains that produce it. For this, every literary man owes you his thanks. Yours very truly,

J. G. HOLLAND.

FROM W. H. VENABLE.

Nov. 22, 1880.

JOHN B. PEASLEE:

Dear Friend,—In reply to your polite favor of the 16th, let me assure you that I am much interested in the Holmes anniversary celebration to take place on the 3d of December.

There are special reasons why schools and school teachers should recognize a debt of gratitude to the "Autocrat," "Professor," and "Poet" of the "Breakfast-table." He has done much, as you justly remark, "to build up American literature." He has also done much to build up a noble ideal of American society.

Dr. Holmes may be ranked as an educational reformer, and his influence is none the less potent because exerted outside the usual agencies. His heart has never grown away from its school-day loves, and he never fails to sympathize with both teacher and learner. His scientific studies lead him to attach due importance to the physical basis of life, and to conceive a rational and beautiful philosophy of human development, in which both body and soul are constantly recognized. He is an expert in physico-spiritual analysis.

Delighting in speculative discussion, Dr. Holmes

delights yet more in ascertained facts, and his theories are always ballasted with proof. His writings abound in wise, practical suggestions in regard to the conduct of the intellect and the affections. Even his novels convey invaluable hints and precepts on education.

Dr. Holmes is a sound moralist without being a moralizer. He exalts virtue by assuming her supremacy, not by proving it. He worships patriotism, thus teaching others his high esteem of it. He advocates religion by believing in it.

The versatility of this author is marvelous. He writes well on abstruse science, on metaphysics, and in the varied departments of essay, fiction, and poetry. We love and honor Bryant from afar, repelled by the rumor that he was cold; we draw near to Longfellow and Whittier, sure of a cordial welcome, yet with our mind tuned to a pensive mood; we approach Lowell and Holmes, not unprepared for laughter or tears. I am deeply grateful to Dr. Holmes because he opens the fountain of fun. That man is a benefactor who leads New England in a hearty laugh, or even in a lively chuckle. The Puritan throat especially needs such exercise.

Your friend, W. H. VENABLE.

FROM JOHN J. PIATT.

NORTH BEND, OHIO, Dec. 2, 1880.

MR. JOHN B. PEASLEE:

Dear Sir,—Pardon me for my tardiness in responding to your favor of the 16th ult., inviting Mrs. Piatt and myself to contribute somewhat to

the celebration of the seventy-first anniversary of Dr. Holmes's birthday by the public schools of Cincinnati. It would give us great pleasure to be able to do as you request; but illness on the part of Mrs. Piatt, and very engrossing and exhaustive office-work on my part, have made even the attempt impossible. I can only express our cordial sympathy with one object of the celebration—to honor, in a charming way, a man I esteem most highly; an author whose works, in prose or verse, "give delight, and hurt not;" a poet I greatly admire, whether in such happy pieces of humor as "The Last Leaf" and "The Deacon's Masterpiece," such stirring, patriotic ballads as "Grandmother's Story of Bunker Hill Battle," such finely wrought ethical poems as "The Chambered Nautilus," or such gayly grave and tenderly pathetic personal expressions as "The Iron Gate."

Your school boys and girls will love him most just now, doubtless, for the latter poem; no, perhaps they will love him most for it some years hence, when these school-boys come to remember their school boyhood, and the school-girls come to remember—the school-boys.

Dr. Holmes, let me say finally, is admirable in many ways. He is a "many-sided man"—scientist, philosopher, moralist, poet, wit, humorist—and whatever side is brought to view seems, for the time being, the brightest side, "the side that's next the sun."

I wish I might here relate a pleasant little personal recollection of Dr. Holmes. Five years after he became famous as "The Autocrat of the Break-

fast-table" (which is a greater empire than "All the Russias"), I happened to be walking across the college-green at Cambridge, Mass., in company with—but I fear I shall have to defer my personal recollections until I can find more room than that this sheet of note-paper gives me!

With thanks for your kind note and the feeling that prompted it, I remain,

Very truly yours, JOHN J. PIATT.

FROM OLIVER WENDELL HOLMES.

BOSTON, Dec. 23, 1880.

My Dear Mr. Peaslee,—I have this day sent you a copy of my Poems in a more comely dress than they have commonly worn. It is meant only to remind you that I am very grateful for all the care and thought you have expended to make the day in which my poems and their author were called to mind a success. And certainly you succeeded beyond anything I could have dared to hope when I wrote the pieces now embalmed in so many young memories.

It is a tribute that any writer might feel himself honored in receiving; but it must have required an amount of generous labor on your part that is hard fully to appreciate and impossible to thank you for as you deserve. Mr. Houghton tells me that they have sent you a copy of my books—or those of them you would be likely to care for. I hope you will let this one stand by itself, as a memento of an occasion which you deserve the main credit of making a

success, and to which I am happy to feel that I have contributed.

Believe me, my dear sir,

Sincerely yours,

OLIVER WENDELL HOLMES.

WHITTIER-DAY, DECEMBER 17, 1884.

FROM JOHN GREENLEAF WHITTIER.

OAK KNOLL, DANVERS, 12 Mo. 6, 1884.

HON. JOHN B. PEASLEE:

Dear Friend,—I am glad to know that I am to be remembered on the 17th inst. in the schools of Cincinnati. Little did the bashful farmer-boy, on the banks of the Merrimac, more than sixty years ago, know of the Great West, or dream that he would live to be greeted by the united voices of the school children of a great city on the then almost unknown "Beautiful River." I can scarcely realize that boy and the aged man are one and the same. With thanks for thy note,

I am very faithfully thy old friend,

JOHN G. WHITTIER.

FROM REV. HOWARD A. JOHNSTON.

EAST WALNUT HILLS, Dec. 3, 1885.

DR. JOHN B. PEASLEE:

Dear Sir,—Two editions of the *Evening Post* have been mailed to me with articles containing accounts of your efforts to secure the observance of "Authors' Days."

I desire to thank you for the manifest zeal which

you have shown for years in this direction. As one who seeks the "heart culture" for the children, I am in fullest sympathy with your methods, and believe they are productive of great good.

"Memory Gems" are crystallized formulæ of truth which sink into the child's mind, and their beauty and strength will develop in after years with effect upon the life, fostering aspirations and fixing purposes to live in the integrity and nobility of manhood. The seeds sown to-day will bring forth precious fruit. Most cordially,

HOWARD A. JOHNSTON.

COMMENDING MEMORY GEMS.

FROM J. T. HEADLEY.

NEWBURGH, Jan. 29, 1886.

JOHN B. PEASLEE, Superintendent of
Public Instruction, Cincinnati, Ohio:

My Dear Sir,—Please accept my thanks for your educational report. I have looked over it with great interest. The historical feature in your system can not be too much praised. I was, however, especially interested in the "Memory Gems." It is a mode of moral teaching that can not be overestimated, and to which no one can object. It is far better than all dogmatic teaching or dry precepts, however excellent they may be. It fixes moral lessons in the heart rather than in mere memory, and at the same time cultivates the taste and refines the feelings. It should be introduced into every school. Yours very truly,

J. T. HEADLEY.

CELEBRATION OF THE FIRST SETTLEMENT OF OHIO, APRIL 7, 1881.

FROM W. D. GALLAGHER.

PEWEE VALLEY, KY., April 4, 1881.

PROF. JOHN B. PEASLEE, Superintendent
Public Schools, Cincinnati, Ohio:

Dear Sir,—"I will if I can" was the exclamation I made in thought, a few days ago, upon receiving your polite invitation to be present on the 7th inst. at the celebration, by the Woodward, Hughes, and Gaines High Schools of Cincinnati, of the ninety-third anniversary of the settlement of Ohio. I find now, however, much to my regret, that I shall not be able to do so.

It is a source of great and abiding pleasure with me to find that the "Plymouth Rock of Ohio," which was called at the time the Ordinance of 'Eighty-seven, and planted with due ceremony at Marietta nearly a century ago, continues so firmly imbedded in the hearts and heads of the first settlers of the Northwestern Territory. It was a great rock, it had a grand destiny, and its influence has been nothing less than wonderful. In a moral and mental aspect, it is the Gibraltar of our whole land. Never has fort or citadel on this continent been assailed as it has. Never has shot or shell, or canister and grape, or bombs the most direful known to human use, been more persistently brought to bear upon any point or object of attack, and never,

it can be truly said, has an object assaulted so fiercely withstood the force and fury brought against it as that Plymouth Rock of Ohio, the Ordinance of 'Eighty-seven. It was unfettering of hands, it was freeing of limbs, it was enfranchising of souls—no interference thereafter with modes of worship throughout the broad domain, no suspension of *habeas corpus*, no slavery or involuntary servitude. And look at the results: Merely a nominal population when our first census was taken, swollen within fifty years (1840) to 2,681,516, and within thirty years more to 6,885,788, which was the aggregate population returned in 1870 by the census of that year for the three States (Ohio, Indiana, and Illinois) erected out of the Northwest Territory by the Ordinance of '87. All honor to that grand old ordinance and the lofty spirits that inspired it, chief among whom were Thomas Jefferson, of Virginia, and Rufus King, of Massachusetts!

The anniversary of the day upon which the first settlers reached the mouth of the Muskingum River on the *Adventure Galley*,[21] and reported at Fort Harmar (April 7, 1788), has long been observed by the Pioneer Association of Ohio; and now the superintendent of the public schools of Cincinnati, in making provision for the commemoration of that day by the pupils of the high schools under his general charge, honors himself, as well as aids in inspiring and developing a true manhood and a true womanhood in the generation soon to leave its *Alma Mater* and enter the active sphere of life.

Inasmuch as I can not be with you myself on

the interesting occasion referred to, I send, for such disposition as you may see proper to make of it, the following representative, and am,

Very respectfully yours,

W. D. GALLAGHER.

On the brave *Adventure Galley*,
  In the stirring times of old,
Ere our country as a nation
  Its first decade yet had told,

Sailed a band of gallant spirits,
  In the springtime of the year,
Filled with hope and expectation,
  Yielding not to doubt or fear.

Armed with "Ord'nance 'Eighty-seven,"
  On the decks they took their stand;
And the brightest smiles from heaven
  Cheered them as they cleared from land.

On the banks of the Muskingum,
  Near Ohio's gleaming tide,
From a clear and quiet harbor,
  Soon a fortress they espied.

To the flag that floated o'er it,
  Gave they salutation due,
And the woods and waters echoed,
  As they sang "Red, White, and Blue."

Disembarking, they were welcomed
  By the cannon of the fort;
As they upward marched in order,
  And made full and fair report.

Soon the summer came in beauty,
  And from near and far away,
Gathered 'round the welcoming fortress,
  New recruits from day to day.

Then within a green pavilion,
  Formed by high o'erarching trees,
Where the wildwood shrubs and blossoms
  Filled with sweetness every breeze,

Stood a large and brave assemblage
  Of determined, thoughtful men,
Giving heed to words of wisdom
  Which they had not heard till then.

Here the law of 'Eighty-seven
  In the Ordinance was proclaimed;
Here the sacred right of freedom
  For humanity was named;

Here the chart, and there the compass,
  For the many, for the few—
Fully, fairly, clearly pictured—
  Were distinctly brought to view;

Here the weak were well protected
  From the fury of the strong;
There the right rose up in triumph,
  As went down the festering wrong.

The broad Territory prospered,
  Though awhile disturbed by war;
And its thousands grew to millions,
  Lighted on by freedom's star.

And from Pennsylvania's border
  To the Mississippi's bound,
From the Lakes to the Ohio,
  Soon their happy homes were found.

Long and oft the high green arches
  Of their forest-temples rang,
As they spoke of joy in heaven,
  As of peace on earth they sang.

Look for wisdom to the pages
  Of profane or holy writ;
At the feet of seers and sages,
  Seeking counsel, humbly sit,—

Yet you 'll get not many lessons,
  Scan all closely as you may,
Equal to that given THE SETTLERS
  At the threshold of their way.

To the ORDINANCE, now, all honor!
  For the Pioneers, due praise!
And still be the yearly tribute
  Given to this Day of Days!

LETTERS RELATING TO ARBOR-DAY CELEBRATION, 1882.

FROM JOHN G. WHITTIER.

OAK KNOLL, DANVERS, MASS.,
4 Mo. 25, 1882.

JOHN B. PEASLEE:

My Dear Friend,—I thank thee for the invitation to attend the meeting of the Forestry Convention in the city of Cincinnati. For many years I have felt a deep interest in the conservation of our forests and the planting of trees. The wealth, beauty, fertility, and healthfulness of the country largely depend upon it. My indignation is yearly aroused by the needless sacrifice of some noble oak or elm, and especially of the white pine, the grandest tree in our woods, which I would not exchange for Oriental palms.

My thanks will be due to the public school which is to plant a group of trees in your Eden Park in

my honor. I could ask no better memorial. I have always admired the good taste of the Sokokis Indians, around Sebago Lake, who, when their chief died, dug around a beech-tree, swaying it down, and placed his body in the rent, and then let the noble tree fall back into its original place, a green and beautiful monument for a son of the forest.

It would give me great pleasure to attend the Convention, but my health is not equal to the effort.

I am very truly thy friend,

JOHN G. WHITTIER.

FROM ELLEN T. EMERSON.

(Daughter of Ralph Waldo Emerson.)

CONCORD, 1 May, 1882.

Dear Sir,—Your letter, announcing to my father the planting of a grove of oaks in memory of his work, and the honor paid him by the Hughes High School, last week, came when he was too ill to hear it; but it gave pleasure to his family, and we send our thanks. Yours truly,

ELLEN T. EMERSON.

FROM OLIVER WENDELL HOLMES.

BOSTON, April 24, 1882.

Dear Mr. Peaslee,—You are very kind to write me so full an account of the proposed forestry celebration. I wish I were back again, for the time, on my old place at Pittsfield, Mass., where I set out a large number of trees twenty-five years ago, and made a barren sand-hill into a beautiful grove—so I see by the photographs of the place; for I have never had the courage to visit it since I sold it.

The little wayside place where I pass my summers has nothing on it transportable, or I should delight in sending you a treeling.

I think the idea a very happy one of enlisting the enthusiasm of the young—and perhaps old, too—persons in making plantations, and it kills two birds with one stone to make trees monuments of history and character.

I can't help admiring the fresh activity and enterprise of your Western city, and wondering how soon our old centers of civilization will have to go to school to their younger sisters.

Believe me, my dear sir,

Very truly yours,

O. W. HOLMES.

FROM MRS. JAMES T. FIELDS.

April 25, 1882,
148 CHARLES STREET, BOSTON.

JOHN B. PEASLEE, ESQ.:

Dear Sir,—Your letter, informing me that the pupils of the Twenty-fourth District School of Cincinnati are to plant a group of trees in your beautiful park to the memory of my husband, gives me sincere pleasure.

No American has been more sincerely interested than he in the preservation of our forests and the growth of our parks.

The elevating influence of nature over those who live in cities was never more tenderly recognized than by him. He found in Cincinnati a natural home of art and an artistic home of nature which he believed would find sure development.

This first annual meeting of the National Forestry Congress in your city proves that she is leading the way for the advancement of our whole land. She is showing our people how Niagara may be preserved in its natural loveliness, and how Boston may yet rescue its beautiful water-side.

I am sure the boys who wear the badge with the name of James T. Fields are not altogether ignorant of his interest in them and their pursuits. His pleasantest memories and pleasantest occupations were country rambles with the boys; he was always one with them. Believe me,

Very truly yours, ANNIE FIELDS.

FROM MRS. LOUIS AGASSIZ.

CAMBRIDGE, April 28, 1882.

Dear Sir,—Allow me to acknowledge your note of the 20th of April to my son, and to thank you for informing us of your pleasant plan for Arbor-day. Nothing could be more delightful to us than to know that the name of Agassiz is still associated with the progress of education in this country. Everything concerning the welfare of the public schools had the deepest interest for Mr. Agassiz during his life, and nothing would have pleased him more than to be remembered, after he was gone, by the children of the public schools.

With the best wishes for the "Agassiz Forestry Cadets," I remain,

Very respectfully yours,

ELIZABETH C. AGASSIZ.

FROM W. D. HOWELLS.

BOSTON, May 1, 1882.

My Dear Sir,—I beg you to convey to the Twenty-eighth District School of Cincinnati my very sincere thanks for the great honor they have done me in planting a group of trees in recognition of what I have thought in literature. I hope they did not forget that I am myself a Buckeye, and that the Miami woods were all akin to me once.

If sometimes one of the school should write me how the trees flourish, I would be very glad.

Thanking you personally for your kindness in communicating this gratifying fact to me,

I am yours, very respectfully,

W. D. HOWELLS.

FROM HARRIET BEECHER STOWE.

MANDARIN, FLA., April 28, 1882.

JOHN B. PEASLEE:

Dear Sir,—Your letter being sent to Andover, where I no longer reside, and redirected to my winter home in this State, did not reach me till after the time when I was invited to be present.

It is very pleasant, however, to receive this notice from a city which was my home so many years, and where I formed many friendly associations. I am especially touched with the favor which the Gaines Colored School has shown me in planting a tree for me in your new plantation, and beg you will express to them, in my name, my appreciation of the kind feeling they have thus shown.

I trust that their school education will open for them a brighter future, both in this life and a better one beyond.

Looking back on the time of my residence there, I can not but thank God and take courage for the future.

Allow me to add that I am delighted to see rising in Cincinnati the much-needed effort to perpetuate our American forests. It is a subject that has lately interested me greatly, and it is well that Cincinnati should take the lead in that as in so many other noble works of beauty and utility.

Wishing all success to your efforts,

I am cordially yours, H. B. STOWE.

FROM W. H. VENABLE.

CINCINNATI, April 24, 1882.

SUPERINTENDENT JOHN B. PEASLEE:

Dear Sir,—In response to your courteous letter, I send you the following verses, in which I try to express my sentiments in regard to trees.

Yours cordially,

W. H. VENABLE.

FOREST SONG

A song for the beautiful trees,
  A song for the forest grand,—
  The garden of God's own hand,
The pride of his centuries!
Hurrah, for the kingly oak!
  For the maple, the forest queen!
For the lords of the emerald cloak!
  For the ladies in living green!

For the beautiful trees a song,
  The peers of a glorious realm,—
  The linden, the ash, and the elm,
So brave and majestic and strong!
Hurrah, for the beech-tree trim!
  For the hickory, stanch at core!
For the locust, thorny and grim!
  For the silvery sycamore!

A song for the palm, the pine,
  And for every tree that grows,
  From the desolate zone of snows
To the zone of the burning line!
Hurrah, for the warders proud
  Of the mountain-side and vale,
That challenge the lightning cloud,
  And buffet the stormy gale!

A song for the forest aisled,
  With its Gothic roof sublime,
  The solemn temple of Time,
Where man becometh a child,
As he listens the anthem-roll
  Of the wind in ihe solitude,
The hymn that telleth his soul
  That God is the Lord of the wood.

So long as the rivers flow,
  So long as the mountains rise,
  May the forests sing to the skies,
And shelter the earth below!
Hurrah, for the beautiful trees!
  Hurrah, for the forest grand,—
The pride of his centuries,
  The garden of God's own hand!

"ARBOR-DAY" CELEBRATION OF 1883.

FROM OLIVER WENDELL HOLMES.

BOSTON, MASS., March 18, 1883.

MR. JOHN B. PEASLEE:

Dear Sir,—You and your friends have chosen a very pleasant and most useful way of commemorating some of the authors whom you think worthy of being remembered by their fellow-countrymen. I hope that the example set of planting trees as their monuments will do as much for American landscape as the best of our authorship has done for American literature.

The trees may outlive the memory of more than one of those in whose honor they were planted. But if it is something to make two blades of grass grow where only one was growing, it is much more to have been the occasion of the planting of an oak which shall defy twenty scores of winters, or of an elm which shall canopy with its green cloud of foliage half as many generations of mortal immortalities. I have written many verses; but the best poems I have produced are the trees I planted on the hillside which overlooked the broad meadows, scalloped and rounded at their edges by loops of the sinuous Housatonic. Nature finds rhymes for them in the recurring measures of the seasons. Winter strips them of their ornaments, and gives them, as it were, in prose translation, and summer reclothes them in all the splendid phrases of their leafy language.

What are these maples and beeches and birches but odes and idyls and madrigals? What are these pines and firs and spruces but holy hymns, too solemn for the many-hued raiment of their gay deciduous neighbors?

But I must not let my fancy run away with me. It is enough to know that when we plant a tree, we are doing what we can to make our planet a more wholesome and happier dwelling-place for those who come after us, if not for ourselves.

As you drop the seed, as you plant the sapling, your left hand hardly knows what your right hand is doing. But nature knows, and in due time the Power that sees and works in secret will reward you openly. You have been warned against hiding your talent in a napkin; but if your talent takes the form of a maple-key or an acorn, and your napkin is a shred of the apron that covers "the lap of the earth," you may hide it there, unblamed; and when you render in your account, you will find that your deposit has been drawing compound interest all the time. . . .

Believe me, dear Mr. Peaslee,

Very truly yours,

OLIVER WENDELL HOLMES.

FROM BENSON J. LOSSING, HISTORIAN.

"THE RIDGE," DOVER PLAINS,
DUTCHESS CO., N. Y., April 9, 1883.

My Dear Sir,—What conqueror, in any part of "life's broad field of battle," could desire a more beautiful, a more noble, or a more patriotic monu-

ment than a tree, planted by the hands of pure and joyous children, as a memorial of his achievements?

What earnest, honest worker with hand and brain, for the benefit of his fellow-men, could desire a more pleasing recognition of his usefulness than such a monument, a symbol of his or her productions, ever growing, ever blooming, and ever bearing wholesome fruit?

Trees, already grown ancient, have been consecrated by the presence of eminent personages or by some conspicuous event in our national history, such as the elm-tree at Philadelphia, at which William Penn made his famous treaty with nineteen tribes of barbarians; the Charter Oak at Hartford, which preserved the written guarantee of the liberties of the Colony of Connecticut; the wide-spreading oak-tree of Flushing, Long Island, under which George Fox, the founder of the Society of Friends, or Quakers, preached; the lofty cypress-tree in the Dismal Swamp, under which Washington reposed one night in his young manhood; the huge French apple-tree near Ft. Wayne, Ind., where Little Turtle, the great Miami chief, gathered his warriors; the elm-tree at Cambridge, in the shade of which Washington first took command of the Continental army on a hot summer's day; the tulip-tree on King's Mountain battle-field in South Carolina, on which ten bloodthirsty Tories were hung at one time; the tall pine-tree at Ft. Edward, N. Y., under which the beautiful Jane McCrea was slain; the magnificent black walnut-tree, near Haverstraw on the Hudson, at which General Wayne mustered his forces at midnight, preparatory to his gallant and

successful attack on Stony Point; the grand magnolia-tree near Charleston, S. C., under which General Lincoln held a council of war previous to surrendering the city; the great pecan-tree at Villere's plantation, below New Orleans, under which a portion of the remains of General Pakenham was buried; and the pear-trees, planted respectively by Governor Endicott of Massachusetts and Governor Stuyvesant of New York more than two hundred years ago.

These trees all have a place in our national history, and are inseparable from it, because they were so consecrated. My eyes have seen all but one of them, and patriotic emotions were excited at the sight. How much more significant and suggestive is the dedication of a young tree as a monument!

The memorial trees which the children of Cincinnati planted in Eden Park—Eden! wherein man's hand first planted a tree. It was the beginning of temple-building for the worship of the "unknown God." Your children are fashioning a magnificent fane, such as was used for worship in the youthhood of the human race; for, as our beloved Bryant says:

"The groves were God's first temples. Ere man learned
To hew the shaft, and lay the architrave,
And spread the roof above them; ere he framed
The lofty vault, to gather and roll back
The sound of anthems,—in the darkling wood,
Amidst this cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication."

Please convey my thanks especially to the young people who have honored me by planting a group of trees, dedicated to me; and accept my kindest salutation for yourself and your associates.

Most sincerely, your friend,

BENSON J. LOSSING.

MR. JOHN B. PEASLEE, Cincinnati, Ohio.

FROM J. T. HEADLEY, HISTORIAN.

NEWBURGH, N. Y., March 30, 1883.

MR. JOHN B. PEASLEE:

Dear Sir,—It is gratifying to see Ohio take such deep interest in tree-planting, which is beginning so strongly to attract public attention. Setting apart one day for this purpose, and making it a general holiday, will add attractiveness to utility, and give it a deeper hold on the popular heart. But the happiest thought of all was, to make it a holiday for the public schools, and have the children practically take part in it, and set out groups of trees for their favorite authors. You thus not only connect trees with the associations of childhood and their pleasantest holidays, but with authors from whom they receive their earliest and best impressions.

We sometimes forget that the highest aim of education is to form right character, and that is accomplished more by impressions made upon the heart than by knowledge imparted to the mind.

The awakening of our best sympathies, the cultivation of our best and purest tastes, strengthening

the desire to be useful and good, and directing youthful ambition to unselfish ends,—such are the objects of true education. Surely nothing can be better calculated to procure these ends than the holiday you have set apart for the public schools.

Yours very truly, J. T. HEADLEY.

P. S.—I see by your plan of "moral instruction" and for "beautifying school-rooms," that you agree with me that education consists as much in making good impressions as imparting intellectual knowledge. H.

FROM MONCURE D. CONWAY.

LONDON, March 29, 1883.

Dear Sir,—It is a great pleasure to me to think of the young people of Cincinnati assembling to celebrate the planting of trees, and connecting them with the names of authors whose works are the farther and higher products of our dear old Mother Nature. An Oriental poet says of his hero:

> "Sunshine was he in a wintry place;
> And in midsummer, coolness and shade."

Such are all true thinkers; and no truer monuments of them can exist than beautiful trees. Our word book is from the beech tablets on which men used to write. Our word bible is from the Greek for bark of a tree. Our word paper is from the tree papyrus, the tree which Emerson found the most interesting thing he saw in Sicily. Our word library is from the Latin *liber*, bark of a tree. Thus literature is traceable in the growth of trees,

and was originally written on leaves and wooden tablets. The West responds to the East in associating great writers with groups of trees; and a grateful posterity will appreciate the poetry of this idea as well while it enjoys the shade and beauty which the schools are securing for it.

Very faithfully yours,

MONCURE D. CONWAY.

FROM MRS. HARRIET DENNISON READ.
(Widow of the late T. Buchanan Read, of Cincinnati.)

MANHEIM STREET, GERMANTOWN,
April 2, 1883.

MR. JOHN B. PEASLEE:

Dear Sir,—Thank you for your interesting letter, telling me of "Authors' Grove," and of the memorial stones to be placed there on "Arbor-day." It gives me so much pleasure to know that one who loved the State and her beautiful city, Cincinnati, as Mr. Read did, should receive proof of affection and appreciation. Mr. Read was a true worshiper of nature. Her groves were to him, as to Bryant, "God's first temples," and many of his poems caught their touching beauty from that innate love; and his pen gave forth in the "New Pastoral," as in many minor poems, the music of a gentle, loving heart, attuned to the harmony of woods and meadow brooks. Laurel Hill, that beautiful cemetery of Philadelphia, has, it is true, received all that was mortal of the "Poet Artist;" yet his gentle spirit will hover around this "Authors' Grove," and, with other immortal spirits, witness they did not toil in

vain; that their names were not written on the sand, to be washed away unrecorded.

Let Mr. Read himself speak:

> "And though the hills of death
> May hide the bright array,
> The marshaled brotherhood of souls
> Still keeps its upward way.
> Upward, forever upward,
> I see their march sublime,
> And hear the glorious music
> Of the conquerors of time."

Will you, my dear sir, express my grateful thanks to the scholars who, in the "Authors' Grove," will place a memorial stone to Mr. Read? In after years may their own names in turn rank with those they so revere!

With much respect,

HARRIET DENNISON READ.

FROM MRS. IMOGEN WILLIS EDDY.

(Daughter of N. P. Willis.)

JOHN B. PEASLEE:

Dear Sir,—I have received your letter, and a copy of the *Times-Star* containing the interesting account of "Authors' Grove," and it gives me much pleasure to find my father's name among those honored by the planting of memorial trees.

The growth and preservation of forest trees was a subject of great interest to my father, and I have often heard him speak of the duty of inculcating in young people a love for the beautiful in nature.

He would, I am sure, have been pleased to know

that he would one day occupy a place in the "Authors' Grove." In no pleasanter way could his name be remembered by the school children of Cincinnati.

Thanking you for your kindness,

I am very truly yours,

IMOGEN WILLIS EDDY.

FROM PROFESSOR WILLIAM A. MOWRY, PH. D.

PROVIDENCE, April 5, 1883.

JOHN B. PEASLEE, PH. D.:

My Dear Sir,—The experience of the Cincinnati schools will illustrate the importance of acquainting the youthful mind with our best authors and their productions.

I believe it is well agreed, also, that truths and facts are more firmly impressed upon the mind by object lessons than by any other means.

Moreover, the planting of trees and the cultivation of forests are but just beginning to be appreciated by our people as matters of great importance.

I conceive, therefore, that you have instituted one of the best educational projects of the age in organizing and carrying forward, in a systematic manner, the planting of trees in the public parks by the school children, attended by appropriate intellectual exercises, especially including the recitation of selections from these authors' best thoughts. Attended, as these exercises will be, with the parade and ceremony of a celebration, and with the attraction and pleasures to the young minds of a holiday,

the exercises and what they symbolize will be deeply stamped upon the memory of the school children, and the entire effect upon them must prove to be of the most important and satisfactory character. I congratulate you and the children of your beautiful city on the inauguration of this excellent custom, and can not but believe it will be widely followed by the cities of our country.

Very respectfully yours,

WILLIAM A. MOWRY.

FROM GENERAL SAMUEL F. CARY.

(Cousin of Alice and Phœbe Cary.)

COLLEGE HILL, April 20, 1883.

SUPERINTENDENT JOHN B. PEASLEE.:

Sir,—Nothing would give me greater pleasure than a hearty participation in the exercises on the 27th inst., but the probability is I may not be able to attend.

Our pioneers were interested only in providing the cereals and fruit necessary to supply their wants when they leveled the forests which covered these hills and plains and valleys. Their rude cabins have given way to palatial residences, and their cornfields to beautiful lawns. The esthetical taste of their successors would have often exclaimed, "Woodman, spare that tree!" Imparting to waste places more than their pristine beauty, and associating the names of departed loved ones with our work, is a poetic and sublime conception. It symbolizes our faith in a resurrection to a higher and better life, when the hard struggles of this sin-cursed world are passed. In placing the memorial

stones by the trees planted in commemoration of the "Cary Sisters," an incident in their early life suggests how they would have entered into the spirit of the occasion if they were present in the body. When in early youth they were returning home from our country school, a farmer was "grubbing" from the fence row, and throwing into the road some small trees. The little girls took one, and planted it by the roadside near the old schoolhouse. That is the large, graceful, and symmetrical sycamore which the admirer of the beautiful recognizes as he passes from College Hill to the birthplace and girlhood home of Alice and Phœbe.

Wishing all who participate in the exercises a pleasant and profitable time, I remain,

Yours, etc., SAMUEL F. CARY.

FROM PROFESSOR B. PICKMAN MANN.
(Son of Horace Mann.)

ENTOMOLOGICAL DIVISION,
DEP'T. OF AGRICULTURE,
WASHINGTON, D. C., March 31, 1883.

MR. JOHN B. PEASLEE:

Dear Sir,—I have received from you a sketch, in the *Times-Star* of the 5th inst., of your "Authors' Grove" in Eden Park, and a copy of your Fifty-third Annual Report. In the former I was interested; but with the latter I was highly pleased. The project of connecting the planting of trees with the names of authors is a beautiful one, and one certain to exert a beneficial influence upon the children who participate in these exercises. The institution of an "Arbor-day" is highly commend-

able from its artistic consequences, and can not fail to result in great benefit to the climate and to the commercial interests of the country when it becomes an institution of general adoption. I was gratified to see the name of my father in your sketch, and in your report, to which you called my attention. I turned over every page of your report, and read the more general portions with attention. I was pleased especially with remarks upon moral instruction, and am convinced that you have taken high and tenable ground. The consequences of such instruction as you portray can not fail to be of lasting benefit to the pupils, esthetically and morally. I commend, also, your views upon beautifying schoolrooms; and, finally, I recognize the excellence of your "Cincinnati method" of primary arithmetic.

Thanking you for the pleasure you have given me, I am, Yours respectfully,

B. PICKMAN MANN.

FROM MRS. MARY H. RUSSELL.

(Daughter of Mrs. Lydia M. Sigourney.)

WATERBURY, CONN., March 9, 1883.

MR. PEASLEE:

Dear Sir,—I thank you for a copy of the Cincinnati *Times*, received a day or two ago, containing an account of the work of the public schools in setting out forest trees in "Authors' Grove." It is a beautiful plan, worthy of the city where it has been originated and carried out.

I desire to express to you, and through you to the Twelfth District School, my appreciation of the

memorial to my mother, Mrs. Sigourney, and to say what a peculiar interest she felt in this work of planting trees. She used often to speak with great admiration of the patriotism of her friend, the Hon. James Hillhouse, of New Haven, who beautified that city by planting, with his own hand, the elms which have since made it famous; and when she was notified, many years ago, that a young town in Iowa had been called Sigourney in her honor, she sent a sum of money to be expended in shade-trees to ornament its public square. There seems a peculiar fitness in these living monuments to those whose names we would still keep with us, now that their bodily presence has departed; and I trust that the trees may flourish and prosper, and keep green many years the memory of each one for whom they have been planted!

Yours very truly, MARY H. RUSSELL.

FROM LUCY LARCOM.

BEVERLY, MASS., April 17, 1883.

Dear Sir,—I have received the "Report" from you; also, the papers containing an account of what you are doing at "Authors' Grove." I thank you for the honor conferred upon me, among others, and am glad that a maple was chosen for me, as it is a tree to which I am particularly attached, both for its beauty and for its Northern and New England associations. It is one of my best mountain friends, and yet has a wide range of town and country development; and it seems equally at home East and West. I am especially pleased to be remem-

bered by your schools, as I am almost a Western woman myself. I spent six years in Illinois when I was young, three of them at an excellent seminary in that State, where I gained the best part of my book-education, and something, I trust, of Western breadth, which I hope never to lose.

With sympathy in your work,

I am truly yours,

LUCY LARCOM.

FROM MISS GABRIELLE GREELEY.

(Daughter of Horace Greeley.)

Dear Sir,—Next to the hearts of the laboring poor, I can think of no place in which my father would more have loved to have his name kept green than in the trees, which were his recreation to take care of. Yours truly,

GABRIELLE GREELEY.

FROM DANIEL DRAPER.

(Son of Professor John William Draper.)

HASTINGS-ON-HUDSON, N. Y.,
April 10, 1883.

JOHN B. PEASLEE, ESQ.:

Dear Sir,—My father was always a great lover of nature and her governing laws. He often experimented on the growth and peculiarities of plants. I have seen him cover a crocus flower with his hat for so many minutes; then, taking it off, watch how long it would be before it opened again. The last experiments he was making, just previous to his death, were on the amount of oxygen evolved from red, green, and other colored leaves. You

will find an interesting paper in his "Scientific Memoirs," published by Harper Brothers, in 1878, page 177, Memoir XI, of the force included in plants.

You will please convey to the members of the Penmanship Department, from the Draper family, their best wishes and hopes of success, not only in their own personal success, but that the linden-trees planted by them will thrive, grow, and multiply until the devastating floods cease to disturb their noble Ohio River. And let each member also take unto himself the motto, often quoted by Professor John W. Draper, M. D., LL. D., "Whatsoever thy hand findeth to do, do it with all thy might."

I am yours respectfully, etc.,

DANIEL DRAPER.

FROM KATIE HOLLAND VON WAGENER.

(Daughter of Dr. J. G. Holland.)

MR. PEASLEE:

Dear Sir,—My sister and I are, I imagine, indebted to you for a Report of the Cincinnati Board of Education, which came to us some days ago. The idea of an "Authors' Grove" is an unique one, and very pretty, and we are all touched at the tender remembrance of my dear father.

Permit me to thank you, or through you to thank the school which so kindly remembered us, and believe me,

Very sincerely yours,

KATIE HOLLAND VON WAGENER,

115 East Thirty-fourth Street.

NEW YORK CITY, April 11.

FROM SUSAN FENIMORE COOPER.
(Daughter of James Fenimore Cooper.)

COOPERSTOWN, April 12, 1883.

Dear Sir,—I have to thank you for your letter of last month, which I have read with much interest. The subject of forestry is one in which I have been very deeply interested for many years. In a volume on country life, published long since, under the title of "Rural Hours," I already deplored the extravagant and senseless destruction of trees in our country; not only wild forests, but lesser woods and groves, and single trees of unusual beauty. There has been really a recklessness on this subject which may be called barbarous, and utterly unworthy of the civilization on which we pride ourselves. But, most happily, our people appear to be awakening to the vast importance of this question in different parts of the country. Some twenty years since, a Village Improvement Society was organized in this neighborhood, whose object was the same in spirit as the noble Arbor Society of Ohio—the planting of trees for shade and ornament in the streets, near the gateways; in waste spots, such as are found in every neighborhood; about springs, wells, and other positions, where they would form pleasing groups, living pictures as it were; and the preservation of trees of more than common beauty and interest,—all these entered into the work of the Improvement Society.

It was very kind of you to send me a Report of the Common Schools. In return, allow me to send you a copy of "Rural Hours," in which you will

find some pages on the subject of forestry. I thank you for including my father's name in your "Authors' Grove." He was deeply interested in forestry, and set out himself, or under his close supervision, hundreds of trees in this neighborhood.

Wishing you success on "Arbor-day," believe me, dear sir,

Very sincerely yours,

SUSAN FENIMORE COOPER.

JOHN B. PEASLEE,
Superintendent of Public Schools, Cincinnati.

FROM DR. EDWARD H. PARKER.

(Author of the lines placed at the head of Garfield's casket in the catafalque at Cleveland, beginning "Life's race well run.")

POUGHKEEPSIE, N. Y.,
April 17, 1883.

JOHN B. PEASLEE, ESQ.,
Superintendent of the Cincinnati Schools:

My Dear Sir,—Accept, I beg, my somewhat tardy acknowledgment of your favors, and my thanks for the interesting account of the "Authors' Grove" and its ceremonies. Either or both is entitled to the thanks of the good people of Cincinnati. Trees, in their variety, are always a delightful study to me, and few, I think, really know how much of beauty and individuality there is in them. Such a grove, near a large city, will give valuable instruction to the young people, while the designation of the various groups, as commemorative of the distinguished men whose name each bears, will induce further inquiry as to who and what they are or were. They will find that there is something very inter-

esting, almost very solemn, to them when, in after years, they stand by those saplings which they have planted, and find them towering high above their heads and boasting the pomp of their lineage of ages. Here, at best, are "old families," a veritable aristocracy. . . .

Believe me,

Yours very respectfully,

EDWARD H. PARKER.

FROM EDWIN PERCY WHIPPLE.

(The Essayist.)

BOSTON, March 31, 1883.

My Dear Sir,—I am your debtor for the volume on the "Common Schools of Cincinnati." I have had only time to glance through the pages, which contain so much valuable information. I have always felt a profound respect for the noble army of teachers constantly engaged in an endless war against ignorance, and subjected, day after day, to trials which are far greater than those which test the intelligence and moral power of military officers who command in camps. The hardest thing which an educator has to conquer is the indifference or resistance of those he is called upon to educate. When I look back on my school life, I thank God that I never resisted the attempt of male or female instructor to convey knowledge into my young brain. Fifty years ago a school was more or less a mob, where the teacher was considered an enemy rather than as a benefactor. To oppose her or him was a sign of spirit. . . . Why should we declare war on those who are appointed to enlighten

our ignorance? For my own part, I can say that I was always grateful to my instructors, and since the time I was released from school, I have always remembered my teachers. As long as they lived, I never met them without a throb of gratitude; and I need not add that, after their death, the grateful feeling still subsists in my memory of their—perhaps—ineffectual endeavors to make me a reasonable and moral being. At least, it is a pleasure to think that I never resisted their efforts to make me a participant in the ideas and emotions which thronged in their own minds and hearts. God bless the honest teacher! is my constant prayer.

I feel especially honored in having the trees named after me in such close proximity with those named after Agassiz. I enjoyed his genial friendship for thirty years or more. I considered that he was the greatest naturalist since Aristotle, and I also perceived that a child's heart was at the base of his vast knowledge and comprehensive brain, and that his feelings were as fresh at the age of sixty as at the age of six. You must remember the words in which this great discoverer began his will: "I, Louis Agassiz, teacher." It seems to me that every teacher, however humble be his or her life, must get inspiration from this modest and final statement of what the great naturalist deemed his most important service in life.

In great haste, Very sincerely yours,

E. P. WHIPPLE.

I cordially agree with all your suggestions concerning tree-planting, and trust that they will be successfully carried out.

FROM HON. JOHN J. PIATT.
(Consul of the United States at Cork.)

QUEENSTOWN, April 7, 1883.

Dear Mr. Peaslee,—Your kind favor of March 5th, with the copy of the *Times-Star* accompanying it, reached me some days ago, and I wish to express, for Mrs. Piatt as well as myself, our warm thanks for the generous way in which you are emphasizing the honor you were the means of conferring on us last April. We have good reason to feel proud of that little group of trees in Eden Park, a park which is destined to be, erelong, one of the most beautiful in the world—where "that silent people," as an English poet calls a grove of forest trees (but they are by no means silent when the winds, to say nothing of the birds, move them to music and song) —when the beautiful memorial trees, which you have so largely assisted in planting, shall have filled those lovely hilltops and deep glens with abundant shade. We have reason to feel proud, I repeat, and we do feel proud, to know that we shall be remembered pleasantly while the maples so kindly dedicated to us renew their vernal blood. As for the stones, I assure you that we are touched by the fortunate and rare appreciation at home of which they will testify.

What a happy thought it was to set the school children throughout Ohio to planting trees, as I see by the circular sent me with your note you have been doing! The trees will, I dare say, rise up and call you blessed! I hope that when I shall return to Ohio (I write this looking out on the pleasant waters of the River Lee; but they are not so pleas-

ant to our sight as those bright waters in front of our door at North Bend), I shall find myself moving homeward through what my good friend, Mr. W. D. Gallagher, forty or fifty years ago, called "My own green forest land," renewed in consequence of the happy task-work of Ohio school children.

With our kind regards,

Sincerely yours,

JOHN J. PIATT.

FROM G. & C. MERRIAM & CO.
(Publishers of Webster's Dictionary.)

SPRINGFIELD, MASS, March 8, 1883.

SUPERINTENDENT JOHN B. PEASLEE,
and Members of the Fourth Intermediate School, Cincinnati:

Gentlemen and Ladies,—We have read with great interest an account of the action of Superintendent Peaslee and the members of the public schools of Cincinnati in planting groups of trees in "Authors' Grove" on Arbor-day in memory of prominent American writers, and of your proposed action in marking each of the various groups of trees with appropriate stones to the memory of the authors for whom the trees were planted.

We are especially interested in your planting a group and marking it with a stone in memory of Noah Webster, and for several reasons. We think Noah Webster, in his lifetime, proposed and advocated the planting of memorial trees, somewhat on the plan which now, so many years after his death,

you are assisting to carry out; and this gives to us, as it perhaps will to you, an additional interest in the grove you have planted and the stone you will place in memory of him.

Dr. Webster, in his lifetime, built up a vast monument to his own memory in the American Unabridged Dictionary, to the preparation of which he devoted much of his life; and perhaps of all the authors whom your schools are thus deservedly honoring, no one built up for himself a more massive and deserving and enduring monument than this one that was reared by Dr. Webster, and your grove planted and stone to be placed in memory of him have a great and personal interest to us, still more than they otherwise would have, because we have for many years devoted ourselves largely to the perfecting and perpetuating the monument Dr. Webster thus reared to his own memory—a monument that we trust will endure when the trees you have planted in honor of him shall have grown to old age and have passed away.

Allow us to suggest to you, pupils, a practical lesson from Dr. Webster's experience. The monument he built for himself grew from the humble spelling-book to the great Unabridged Dictionary. This growth was made by earnest, patient, persistent labor on his part, the labor of many, many years. So, if you shall be remembered, build your life and character on the right foundation; build with the best material you can command; build with earnest, patient, persistent labor; and, though what you build while at school may seem to you, and may be, but the spelling-book, the A, B, C, of building,

you will be erecting a monument to your memory that will stand long after you shall have passed away. Very sincerely yours,

G. & C. MERRIAM & CO.,
Publishers of Webster's Unabridged Dictionary.

FROM OLIVER WENDELL HOLMES.

BOSTON, April 1, 1883.

Dear Mr. Peaslee,—I have to thank you again for kindly remembering me in sending me the Fifty-third Annual Report of the Schools of Cincinnati. I can not help feeling a constant interest in educational institutions to which the writers of America are so singularly indebted. Some of them, perhaps, a hundred years from now, will be saved from oblivion by the sapling oak or elm which has grown into a forest, waving on a single stem, and become their green monument.

I hope the tree among them all which grows the tallest and spreads the widest will always bear the name, "John B. Peaslee's Tree."

Always truly yours, O. W. HOLMES.

FROM JAMES GRANT WILSON.

ROSEFIELD, RIDGWOOD, NEW JERSEY,
17 June, 1884.

Dear Sir,—Before leaving New York for my country place, I received an interesting brochure on "Trees and Tree-planting," which I have perused with pleasure, and for which I presume I am indebted to you. Pray accept my thanks.

When in Riviera last year, some one sent me a paper containing an account of the Authors' Anniversary in Ohio. Among the American writers honored with trees and memorial stones, I observed the names of Joseph Rodman Drake and James G. Percival were associated together in No. 20, Second District School, and Fitz-Greene Halleck in No. 30, Twenty-eighth District. Drake and Percival, although contemporary poets, were, I believe, unknown to each other, while the former and Halleck were not only literary partners in the authorship of "The Croakers" and the "Ode to the American Flag," but were warmly attached friends, and on Drake's early death, the survivor composed the well-known lines, familiar to all, expressing so tenderly the loss of his gifted comrade.

As Halleck's biographer, may I suggest, if not too late, that the companionship, which was severed only in death, should be continued in the charming tribute rendered to the memory of the two poets in Eden Park?

I am, very truly, yours,

JAS. GRANT WILSON.

JOHN B. PEASLEE, ESQ.

FROM J. W. MILLER.

CINCINNATI, O., April 25, 1882.

MR. JOHN B. PEASLEE:

Dear Sir,—In response to your request, I send you a poem on trees. I am glad to have an opportunity to express a warm interest in a subject that

is just beginning to attract an attention that will be repaid a thousand-fold in utility and beauty.

Very truly yours, J. W. MILLER.

SONG TO THE TREES.

I.

Hail to the trees!
Patient and generous, mothers of mankind,
Arching the hills, the minstrels of the wind;
Spring's glorious flowers, and summer's balmy tents;
A sharer in man's free and happier sense.
From early blossom till the north wind calls
Its drowsy sprites from beech-hid waterfalls,
The trees bless all, and then, brown-mantled, stand
The sturdy prophets of a golden land.

II.

Eden was clothed in trees. Their glossy leaves
Gave raiment, food, and shelter; 'neath their eaves,
Dripping with ruby dew, the flowerets rose
To follow man from Eden to his woes.
The silver rill crept fragant thickets through;
The air was rich with life; a violet hue,
Tangling with sunshine, lit the waving scene;
'T was heaven, tree-born, tree-lulled, enwreathed in green.

III.

Where trees are not, behold! the deserts swoon
Beneath the brazen sun and mocking moon;
Where trees are not, the tawny torrent leaps,
A brawling savage from the crumbling steeps,
Where once the ferns their gentle branches waved,
And tender lilies in the crystal laved,—
A brawling savage, plundering in a night
The fields it once strayed through, a streamlet bright.

IV.

What gardeners like the trees! Their loving care
The daintiest blooms can deftly plant and rear.
How smilingly, with outstretched boughs, they stand,
To shade the flowers too fragile for man's hand!
With scented leaves, crisp, ripened—nay, not dead—
They tuck the wild flowers in their moss-rimmed bed.
The forest nook outvies the touch of art;
The heart of man loves not like the oak's heart.

V.

O whispering trees! companions, sages, friends:
No change in you, whatever friendship ends;
No deed of yours the Eden link e'er broke;
Bared is your head to ward the lightning's stroke.
You fed the infant man, and blessed his cot,
Hewed from your grain; without you, he were not.
The Hand that planned you, planned the future, too.
Shall we distrust it, knowing such as you?

VI.

And when comes Eden back? The trees are here,
In all their olden beauty and glad cheer.
Eden but waits the lifting of the night
For man to know the true and will the right.
Whatever creed may find in hate a birth,
One of the heavens is this teeming earth.
"Of all its gifts, but innocence restore,
And Eden," sigh the trees, "is at your door."

FROM HON. JOHN W. ANDREWS.

COLUMBUS, O., March 19, 1885.

JOHN B. PEASLEE, ESQ.:

My Dear Sir,—Accept my thanks for the pamphlet on "Trees and Tree-planting," etc., which you were so kind as to send me, and which I have

found full of valuable suggestions and information. The subject is one of far more importance than I had supposed; and the solution of the problem, by making forestry and the knowledge and love of trees a part of our common-school education, seems to me to promise better results than could be secured in any other way. I wish your pamphlet could be placed in the hands of every intelligent man and woman in the United States. It must do good wherever it is read.

Most truly yours, JOHN W. ANDREWS.

FROM ARTHUR GILMAN.

CAMBRIDGE, MASS., Jan. 25, 1885.

Dear Sir,—I thank you for the copy of your Annual Report, which seems to show that you are doing a work that I have not noticed elsewhere. I refer to the spirit which appears to fill your entire effort; for I think I can not be mistaken in believing that you aim to interest your pupils in their studies, and to attach them to their school. If you succeed in this effort, as I judge that you do, your public schools will grow stronger as each generation passes, and their influence for good will greatly increase.

I beg you to thank the person to whom I am indebted for the honor of having a tree planted in Authors' Grove. I am pleased to observe that, through my little book, I am teaching something of the history of our literature to the young people of Cincinnati. I am somewhat of an Ohioan, since my great-grandfather went there as one of the Ohio

Company in 1788, and my grandfather took thither from Plymouth, at a late date, my grandmother, then a very young maiden. Then, too, my father was born in Ohio, in 1808. I have myself returned to the spot where my emigrant ancestor set foot on American soil in 1638; but I am still interested in the noble State whose present greatness was prophesied, in his letters, by my great-grandfather. He knew it well; for he was appointed one of the judges of the Northwestern Territory by Washington, and rode on his circuit over it.

Excuse my long letter.

Yours truly, ARTHUR GILMAN.

FROM ROSSITER JOHNSON.

(Brother of Professor A. B. Johnson,
Avondale, Cincinnati.)

D. APPLETON & CO., PUBLISHERS,
1, 3, AND 5 BOND ST., NEW YORK,
Jan. 26, 1885.

JOHN B. PEASLEE, ESQ.,
Superintendent of Schools, Cincinnati, O.:

Dear Sir,—Accept my thanks for your kindness in sending me a copy of your Report, wherein I learn that my humble work in the way of literature for the boys of America was remembered and honored at the tree-planting last spring. I can not be indifferent to such kindly recognition of literary services that are well intended, however poorly performed. I only wish they were better, and that every boy who reads them could know how perfect are my sympathies with the impulses, aspirations, and struggles of the typical American boy. I have

become very much interested in the account of tree-planting—and a suggestion, though it is quite probable that you have anticipated it. The development of American inventive genius has surpassed that of American literature, and seems to me it would be a graceful thing to plant trees, in such a park as yours, in honor of our inventors; not only the great ones, like Fulton, Morse, and Edison, but many less noted ones in that army enrolled at the Patent Office, whose ingenious devices have placed the United States ahead of all other nations in the production of labor-saving and comfort-multiplying devices. Very truly yours,

ROSSITER JOHNSON.

FROM MRS. C. EMMA CHENEY.

1818 INDIANA AVE., CHICAGO,
Jan. 23, 1885.

MR. JOHN B. PEASLEE,
Superintendent of Public Schools, Cincinnati, Ohio:

My Dear Sir,—Receive my thanks for the pretty compliment which the schools of your city kindly pay the "History of the Civil War for Young Folks," by planting a tree in honor of its author.

May no mildew blight it, no worm destroy it! And when, some day, my good fortune leads me Cincinnati-ward, it will give me real pleasure to seek out the spot in Eden Park where my namesake stands. Yours sincerely,

MRS. C. EMMA CHENEY.

FROM HORACE E. SCUDDER.

CAMBRIDGE, MASS., 3 February, 1885.

JOHN B. PEASLEE,

Superintendent of Schools:

Dear Sir,—Somebody has had the kindness to send me a copy of your Annual Report, in which I have read of your admirable labor in connecting books, in children's minds, with growing trees. To do either thing—to cultivate a love of literature, or to interest children in tree-planting—would be worthy of praise; but to connect the tree is a most happy stroke. I congratulate you sincerely upon the remarkable result of your thought. You were good enough to include my name among those which the children were to become familiar with. I am sincerely pleased to think that some one may sometime find a shady place under the branches of my tree. Let me hope that they may find some line in my books who find shade by my tree.

Very truly yours, HORACE E. SCUDDER.

FROM HORATIO O. LADD.

WASHINGTON, D. C., Feb. 26, 1885.

HON. JOHN B. PEASLEE,

Superintendent Schools:

My Dear Sir,—I received, a short time ago, the Annual Report of the Common Schools of Cincinnati, for which I desire to thank you. It contains very much valuable information for any educator, and surprises one with the magnitude of the educational work in a great city like yours.

I also gratefully acknowledge the honor conferred upon me by the youth in their celebration of Arbor-day. I hope I may yet lead their awakened interest to things strange indeed in that land which was old in a forgotten history, when Europeans traversed those wonderful plateaus of the Southwest three-fourths of a century before the Pilgrims.

With great respect,

Sincerely yours, HORATIO O. LADD.

Occasional Verses

The School Flag

We should endeavor to inspire the youth of our country with patriotism—with a fervent and abiding love of the free institutions of America, and of the flag of the grandest Nation that ever rose to animate the hopes of civilized man.

From every schoolhouse in the land,
  O let the flag of Union wave,
And float aloft on every breeze,
  Above the heads of children brave!
From Northern bound to Southern gulf,
  From Eastern strand to Western shore,
Unite around that dear old flag
  The hearts of children evermore.

Inspire Columbia's gallant youth
  With fervent love of country grand,
That when they reach man's proud estate,
  They 'll nobly by our Nation stand,

And guard her safe from every foe
  Of equal rights and freedom's cause;
And keep for aye, inviolate,
  Her Constitution and her laws.

CHORUS.

Unfurl on high that banner bright,
  Fond emblem of our country's glory,
And teach the children of our land
  Its grand and wondrous story:
Of how, in early times, it waved
  High o'er the Continentals brave,
Who fought and made this country free—
  The one true home of liberty.

The Heroes Who Rest*

AN ODE FOR DECORATION-DAY

TUNE—"Portuguese Hymn."

The heroes who rest in their valiancy here
Shall e'er be enshrined in our memories dear;
They volunteered all for our country's true cause,
And fell on the field while defending her laws.

Their names are enrolled in the lists of the brave,
Who fought for the Union, our Nation to save;
The cause that they fought for, the rights they maintained,
Shall aye through the ages be proudly proclaimed.

Their valor shall be, to the youth of our land,
Incentive for freedom and Union to stand.
In honor of them, as the years roll around,
We 'll garland with flowers each hallowed mound.

Thus honoring them, we anew consecrate
Our lives and our fortunes to Nation and State,
And show ourselves worthy to ever be free—
The sons and the daughters of sweet Liberty.

Advice to a Young Friend

ON THE TWENTY-FIRST ANNIVERSARY OF HIS BIRTH

Through youthhood years you longed to see
  This manhood day of life:
O that the future e'er could be
  Free as the past from strife!

With manhood, cares and trials come,
  And griefs accumulate;
For this has been since birth of man
  The universal fate.

But when to you misfortunes come,
  Bear them with royal will;
Yield not howe'er severe they be,
  Assert your manhood still!

The pious faith of fellow-man
  Ne'er ridicule, dear friend;
For noble life and happiness
  May on that faith depend.

We walk in darkness here below;
  Then scoff not nor condemn
Man's trust in God and future life
  That will that darkness stem.

Your principles to policy
  Ne'er sacrifice, dear friend;
If thus you do, you will but rue
  Your action in the end.

For lose you will that self-respect,
  That purity of heart,
With which a man of sterling worth
  Can ne'er afford to part.

Besides, dear Fred, you 'll sacrifice
  Opinions good of friends;
For character once lost and gone
  One ne'er can make amends.

No motto is more clearly true—
  Go, carry it about—
Than word in sacred Scripture found,
  Man's sins will find him out.

Be true, be honest, and be just,
  Sincere, until the end,
Then surely you will nothing do
  Your friends can not defend.

Then can you view a life well-spent,
  A life both pure and true,
The best of earth's inheritance
  For those who follow you.

May full returns of natal day
  Be yours on earth below,
And faithful friends and relatives
  On you their love bestow!

And may you then lie down at last,
  When scenes of time are o'er,
In happy and consoling trust
  In life for evermore!

THE GANO LOT IN SPRING GROVE

In Memoriam

TO LOU W. PEASLEE

My dearest one, you left me here,
  One weary year ago;
The tears of love that then broke forth
  Have never ceased to flow.

Yes, dearest one, you left me here—
  Sad, weary, and alone;
No honors that the world can give
  Can for thy loss atone.

My depths of grief no one can know
  But Him who dwells above,
Who holds and keeps and blesses you
  In his eternal love.

To-day I come, with saddened heart,
  But to commune with thee;
To strew sweet flowers o'er thy grave,
  And thee in spirit see.

O, couldst thou call, I know thou wouldst,
  Me to the Heavenly Throne;
I 'd gladly leave these scenes of earth
  To be with thee at Home.

'Neath the Maple-Tree

BY MRS. MARY PEASLEE GARDNER[24]

There were four little boys 'neath the maple-tree,
Just as merry as boys can be:
They were John and Joe and Will and Dan—
Whistling and shouting as only boys can;
Down in the meadow, over the hill;
Now in the brook that runs by the mill;
Watching the nest that the mother-bird leaves;
Out on the barn, hanging over the eaves;
Frightening the squirrels, chasing the bee;
Playing jacks 'neath the shade of the maple-tree.

There were four little boys by a mother's knee,
Just as tired as boys can be:
With half-spoken words their prayers are said;
With a single bound they are snug in bed.
Four curly heads on pillows of white;
Four childish voices, shouting, "Mother, good-night!"
The angel of sleep hushes all of the noise;
The mother murmurs, "God, keep my boys!"
An echo low, of "So may it be!"
Comes back through the leaves of the maple-tree.

There are four empty seats 'neath the maple-tree,
As worn and battered as they can be.
With cold, gray moss, Time has mottled them o'er;
But the four little boys—we see them no more.
Gone! but the world claims four earnest men.
But, amid life's stern duties, the time will come when
They will care not for riches, for fame, or for power—
Only their childish *faith*, just for an hour,
When they were as happy as boys could be,
Under the shade of the maple-tree.

Memories of Boyhood

BY EDWARD S. PEASLEE [25]

When ruthless duty presses hard, and life is fraught with ills,
I haste me to my boyhood home among the Essex hills,
I hear again the song of birds in old ancestral trees,
And mellow low of distant kine borne on the balmy breeze.

The hills look down with welcome gaze, the church, too, at their base,
Whose heaven stretched arm and face serene, were silent means of grace;
The orchard blossoms scent the air, old scenes delight the eye,
And over all in tender love low stoops the summer sky.

The brook that bathes my father's farm, the mill-
dam's distant roar,
The lake and its alluring boats, the miller's busy
door,
The river's marge I helped to mow, the hay-cart's
spreading frame,
The sultry hay-mow's dizzy loft that types the
heights of fame,—

How rapid memory calls them back! My heart is
pressed with joy,
For depths of rapture now I feel, I felt not when
a boy,
And memory keeps the twin graves fresh, though
twenty years have flown,
And culls with tender touch the pinks the hand
of love has sown.

O brook that bounds my father's farm, though
years and miles from thee,
More sweet than when a romping boy, thy song
still comes to me!
O bridge that spans the sylvan stream, my moth-
er's love and mine,
O'er thee on fancy's foot I pass the stream of
"Auld Lang Syne!"

O rustic road and shady path where oft I loved to stray,
More plain to me thy windings are than those I tread to-day!
For then I lived with thee alone; my brothers were the trees,
The brooks and birds and grassy slopes, the sunlight and the breeze.

Though other hands now till the soil, the same dear forms I see—
Parental voices greet my ear and old time childish glee;
Still follow the meandering path the cows I called my own,
The petted kitten naps and wakes upon the old hearthstone.

Still lives the horse that patient drudged the longest summer-day,
Yet showed the pride of gentle blood upon the broad highway;
And oft I hear the yeomen round in careless posture ranged,
Lament the sturdy days of old for later times exchanged.

Deprive me, Fortune, if thou wilt, of every other joy,
But ofttimes let me tread the paths that knew me when a boy;
Let memory give the burdened heart repose from present care,
And seek the sunny land of youth, its meadows fresh and fair.

Ode to Daniel Webster

BY REV. WILLIAM CAREY SHEPPARD[26]

O fair New Hampshire's noblest son,
  The mighty, glorious, and great,
  Most cherished of thy native State,
The immortal and the godlike one!

To thee we rear the modest token
  Of love and gratitude and praise,
  And offer speech and song and lays;
But speak and sing in accents broken.

We praise thee for thy strong right arm,
  On which the Nation leaned secure;
  Thy heart so tender, fond, and pure,
That loved her with a love so warm;

And for thy tongue so eloquent,
  And full of sweetest melody,
  Whose tones rang out from sea to sea,
Enrapturing a continent;

Thy hand Columbia's lyre swept o'er,
  And made all jarring notes agree;
  Awoke the strains of liberty
And unity for evermore.

What though thy body 's by the sea,
  Beneath the Pilgrim's hallowed hill,
  Thou ever livest, livest still,
Enshrined in grateful memory.

Within thine arms the Nation lies;
  Thy mighty heart-throbs yet she feels;
  And still the same thy music peals
Throughout the land, along the skies.

Descend, ascend, ye cherubim,
  Upon the ladder of his glory,
  And bear aloft to God the story,
Our thanksgiving for the gift of him—

Him! him! Columbia's greatest son,
  The mighty, glorious, and grand,
  Most cherished of his native land,—
The godlike and immortal one!

Addendum

Testimony of Teachers on the Method of Teaching History in the Public Schools

ADDENDUM

To show the gratifying results obtained by the method of teaching history described in this article (page 38), a few extracts from the written reports of the principals of the schools are given here.

Principal G. A. Carnahan in 1881 reported as follows:

"The method pursued in teaching history is entirely in accordance with your views expressed in your last report. The results have been very satisfactory. *I have been particularly gratified with the interest the pupils have taken in gathering supplementary historical and biographical information.* You know from personal inspection of the work done by my pupils, and the success we have had in writing historical abstracts and biographical sketches."

In 1882, Mr. Carnahan reported to me as follows:

"The subject of United States history was excellently taught in the A Grade, and has yielded most satisfactory results. The 'topical method,' requiring historical research and investigation, combined with the writing of biographical sketches and descriptions of historical events, has formed the groundwork of the instruction. The frequent warm commendation of visitors, who examined the work done by the pupils, has been a source of much gratification to the earnest teacher, Miss Henrietta Reuschel."

In his report for the school year 1885–1886, Mr. Carnahan says:

"The method of imparting instruction in the subject of American history—the same as described in former reports—was used with most gratifying success. It may be justly asserted that the pupils studying history are '*im-*

bued with the spirit of historical investigation,' and are possessed of a real love of the subject. The pupils no longer dread the dreary task of memorizing answers to long lists of questions. They are not now compelled to load their memories with numberless names, dates, and irrelevant facts of little interest or value. *The instruction is now made delightful, and the pupils seek with avidity for information from all available sources. The small library of reference books and biographical dictionaries in our school is almost worn out by the constant use that is made of it by the classes in history.*"

"*It may be truthfully asserted,*" says Mr. Carnahan, in another report, "*that the old memoriter methods of teaching American history have passed away, and will never again find a place in our schools. A more rational method prevails, and the study is now a pleasure instead of a dreaded task.*"

Principal E. H. Prichard, of the Third Intermediate Schools, says:

"The answers given by the pupils show that the teachers have followed a *progressive, common-sense method in teaching the subject, and have interested the pupils in a wonderful manner in reading good books bearing upon the subject of history.*"

Principal George F. Sands, of the Fourth Intermediate Schools, reports:

"I am pleased to report that history has been taught in a profitable manner in this school. The pupils were intensely interested in the subject. In Grades A and B [these are the only grades in which history is taught], hundreds of historical and biographical sketches have been written and recited by the pupils. The principal battles of the War of the Rebellion and of the Revolution were thus reviewed. *A remarkable interest has been displayed in reading books of history.* In these grades the pupils have read about three hundred books during the year of history and biography. *I attribute this good result to the correct teaching of the subject.* The lessons are *the*

most interesting in the course of study. I should very much regret to see the old verbatim method again introduced."

Principal George W. Burns, of the Eighteenth District and Intermediate Schools, reports:

"Pupils were encouraged to read historical works; *and the study, instead of being dry, tedious, and uninteresting, has been one of exceeding interest, and the pupils always looked forward with pleasure to the hour for recitation in history.* Their demand for books from the Public and Mercantile Libraries was for *historical works;* and they took pleasure in showing their books to the teachers, and talking of what they had read and were reading. I am more than ever convinced this is the proper way to teach the subject; and the intelligence with which the pupils enter into a discussion of historical subjects shows that a love for such reading was awakened that would have been stifled under the old plan."

Principal R. C. Yowell, of the Twenty-fourth District and Intermediate, says:

"The subject of American history has been a pleasing, entertaining, and instructive study in the A Grade of this school. Abstracts of events and biographical sketches have formed a leading feature in our composition work for these two grades. *A taste for better reading is rapidly growing among our children. It is to be hoped that the present method may obtain generally, as the results warrant us in saying history may be made delightful, and even fascinating.*

"The following is only a partial list of books read by the A and B Grade pupils of this school, but enough to show the character of the reading done by children outside of school hours. Some of the volumes were read by as many as fourteen pupils (the number of pupils remaining in these grades at the close of the year was sixty-eight):

"Life of Washington, Life of Garfield, Life of Columbus, Young Americans in Japan, History of Ohio, Boys of

'76, History of England, Life of Benedict Arnold, Life of Napoleon Bonaparte, Drifting Round the World, A Child's History of the United States, Tanglewood Tales, Wonder Story for Boys and Girls, Life of Grant, Young Folks' Book of Astronomy, A Child's History of Rome, Journey to the Center of the Earth, Life of Mary Bunyan, Boys of '61, The Iroquois, Pocahontas, Hiawatha, Little Women, Old-fashioned Boy, Old-fashioned Girl, Lewis and Clark's Expedition Across the Rocky Mountains, Boys of Other Countries, Alexander the Great, Conquest of Grenada, American Revolution, Heroes of Three Wars, The French and Indian War, King Philip's War, Rise of the Dutch Republic, Story of the 6th Ohio, Sweden and Norway (History), Lapland, The Great March, United States Navy, Patriot and Tory, Through the Dark Continent, Boy Travels in China and Japan, Zigzag Journeys Through Europe, Zigzag Journeys Through Classic Lands, Zigzag Journeys in the Orient, Zigzag Journeys in the Occident, Zigzag Journeys Round the World, Women of the Orient, Rollins's Ancient History, United States History (Anderson), United States History (Eclectic), United States History (Bryant) in parts, United States History (Willard), United States History (Ridpath), History of Ohio, History of England (Dickens), Life of LaFayette, Life of Benjamin Franklin, Life of Peter the Great, Life of Madison, Life of General Marion, Life of James Monroe, Life of President Lincoln, Life of Mary of England, Life of Mary of Scotland, Life of General Fremont, Life of Beethoven, Life of Haydn, Life of Captain John Smith, Life of Willard, Life of Paul Jones, Life of Princess Josephine, Life of Queen Hortense, Life of General Custer, Life of Joseph Bonaparte, Life of Daniel Boone, Life of Queen Henrietta Maria, Life of President Hayes, Life of Queen Elizabeth, Life of Alfred the Great, Life of Joan of Arc, Lives of Illustrious Women, Life of the Tone Poets, Plutarch's Lives, Life in London, Building the Nations, Vanquished Victors, Old Times in the Colonies,

Green Mountain Boys, Prison Life in the South, Iron Age of Germany, Heroes of Holland, The Pen and the Sword, Sights and Scenes in the Far East, Drifting Round the World, Down the Amoor, The Ancient Saxons, Trojan War, Age of Fables."

Principal I. H. Terrell, of the Fourth District and Intermediate School, in his report, states that "the oral examination of the Intermediate Department in history shows *that the pupils are developing a taste for reading history and biography which can not be too highly commended.*"

Principal Geo. W. Nye, of the Walnut Hills—Twenty-second District and Intermediate—School, sent, in connection with his report, the following list of books read by the pupils of these two grades of his school:

"Lives of Lincoln, Garfield, Webster, Van Buren, Putnam, Washington, Andrew Johnson, J. Q. Adams, Daniel Boone, Wayne, Franklin, Longfellow, Julius Cæsar, Richard the Third, Mary Stuart, Wm. Pitt, Stonewall Jackson, John C. Calhoun, Frederick the Great, Robert Bruce, Marie Antoinette, Peter Stuyvesant, James K. Polk, Levi Coffin, Benedict Arnold, Napoleon Bonaparte, Charles Sumner, Columbus, Queen Elizabeth, Oliver Cromwell, Ferdinand and Isabella, Philip the Second, Patrick Henry, Lady Jane Grey, George the Third, William the Fourth, Empress Josephine, Charlotte Corday, LaSalle, De Soto, Raphael, M. Angelo, Queen Anne, LaFayette, Charles the Second, Charles the First, Paul Jones, Marco Polo, Joseph Brant, William the Conqueror, Warren, General Taylor, General Fremont, Jefferson Davis, General U. S. Grant, William Penn, Sir William Johnson, Sir Walter Raleigh, Cyrus, Alexander the Great, Alfred the Great, Captain John Smith, John Adams, General Greene, Aaron Burr, Robert Fulton, Major Andre, Peter the Great, Dr. Kane, and Lord Cornwallis.

"Constitution of the United States, Signers of the Declaration, and Musical Composers; Histories of Rome, Greece, France, Germany, Japan, China, England, the

World, and the Civil War; several histories of the United States, Thalheimer's Ancient History, Prescott's Conquest of Mexico, Prescott's Conquest of Peru, The Boys of '76, Motley's Dutch Republic, Carlisle's French Revolution, Macaulay's History of England, Ohio in the War, Lossing's Home of Washington, Men of Our Times, Travels in Europe, History of the Huguenots, Farragut's Naval Commanders, Cooper's Naval History, and Stanley in Africa."

Principal Geo. W. Oyler, of the Twenty-first District and Intermediate School, states that the following is a list of books read by the pupils of Miss Anna Brown's room, Twenty-first District and Intermediate School:

"Anderson's, Bonner's, Child's, Higginson's, Lossing's, Sheah's, Willson's, and Willard's Histories of the United States. Also, the following biographies: Addison, Blennerhassett, Columbus, Cortez, De Foe, Franklin, Henry Hudson, John Hancock, King Alfred, LaFayette, John Milton, Isaac Newton, Robert Paine, Pirate Kidd, Queen Elizabeth, Prescott, George Stevenson, General Schuyler, Washington, and Irving. Also, the following miscellaneous works: Manufacture of Musical Instruments, Glass, Ice, etc.; Whale Fisheries, Voyage to Cuba and Back, Glimpses of Spain, Indian Traits, Old Times in the Colonies, One Hundred Years' Progress in the Colonies, Life in the Sandwich Islands, Verne's Great Voyages and Discoveries, The Tories, New York Prisons in 1776, Stanley's Journeys, Murder of the Princes, The Baby King, LaFayette's First Wound, The Fifer of Lexington, and Tall Pines.

"Many of the above books have been read by two or more pupils. In addition to the *reading* done by the class, over one hundred sketches have been recited *from memory* in the class, or prepared and held in readiness."

Principal S. L. Miner, Twenty-fifth District and Intermediate Schools, says:

"The history lesson is one of the most enjoyable of

the work. . . . Short biographical sketches of prominent persons are read by the pupils, the study of contemporaneous history encouraged. In their researches, our carefully-selected library is an invaluable assistant, furnishing such books as The Boys of '76, Life of Washington, Autobiography of Franklin, Self-made Men, Building of the Nation, War of 1812, Events in History, Story of the United States Navy, Stories of the Old Dominion, Indian History, etc."

E. S. Peaslee, first assistant in the Twenty-sixth District and Intermediate School, says:

"The great matters of our country's history are taken up separately and in their entirety; as biography, the slavery question, acquisition of territory, inventions, etc. . . .

"Various works of history are kept constantly on my table, all of which are used by the pupils daily, and are read by me in connection with the lesson of the day. Compositions have been written about distinguished men, and pupils have been encouraged to bring to the room, for general reading, historical articles from papers and monthlies. The interest in the subject has been excellent."

Notes

NOTES

1.—Page 13. "Thomas Whittier was a contemporary of George Fox, and appears to have had much respect for the doctrines of the new Society of Friends. In 1652 he was among the petitioners to the General Court for the pardon of Robert Pike, who had been heavily fined for speaking against the order prohibiting the Quakers, Joseph Peaslee and Thomas Marcy from exhorting on the Lord's-day. The meetings of the Quakers were held in their own dwelling-houses. A petition against the order had been signed by many of the residents of Haverhill. A committee of that body was appointed to wait upon the petitioners, and command them to withdraw it or suffer the consequences. Some of them did retract when thus called upon; but two of the sixteen who refused were Thomas Whittier and Christopher Hussey, both of them ancestors of the poet. . . . His (Thomas Whittier's) youngest son, Joseph—through whom we trace the poet's lineage—married Mary Peaslee, granddaughter of Joseph Peaslee, the leading Quaker in town, and one of the exhorters for whom Thomas Whittier asked in vain the clemency of the General Court forty-two years earlier."—Life and Letters of John Greenleaf Whittier, by Samuel Pickard.

"In this alliance with the family of a well-known Quaker, we recognize one of the influences which led the Whittiers to the new communion."—John Greenleaf Whittier: A Biography, by Francis H. Underwood.

2.—Page 20. The fact that this provision of the New Hampshire Constitution of 1850 was rejected by the vote of the people, does not detract from the noble work done by my father in the line of right, justice, and liberty.

3.—Page 21. The school district in which I was born and brought up, adjoins that of the poet Whittier, and one winter in my early boyhood I attended school in the schoolhouse which the poet has immortalized by his poem, "In School Days." This poem was pronounced by Dr. Oliver Wendell Holmes as the best school poem in the English language.

4.—Page 21. Among Mr. Peaslee's classmates are Judge Jonas Hutchingson, of Chicago, former corporation counsel of that city; the late Judge Nathaniel H. Clement, of Brooklyn; Judge Jesse Johnson, of Brooklyn; Colonel Thomas Coggswell, attorney, Gilmanton, New Hampshire, Mr. Peaslee's room-mate at Gilmanton Academy and also at Dartmouth College, an officer in the Civil War, twice candidate for governor of New Hampshire, leader of his party in the Legislature of the State; Addison H. Foster, A. M., M. D., physician, Chicago, professor of Surgery and Anatomy, and active in college, hospital, and reformatory work; the late Charles A. Pillsbury, the great flour manufacturer, Minneapolis, State senator, trustee of the State University; Hon. Alfred K. Hamilton, lumberman, manufacturer, and capitalist, Milwaukee, Wisconsin; General Henry M. Baker, A. M., LL. B., member of Congress from New Hampshire; Hon. Frank P. Goulding, of Worcester, Mass., one of the great lawyers of the State, trustee of Clark University and trustee of the Worcester Polytechnic Institute, Presidential elector in 1888; Hon. Charles F. Kittridge, one of the leading municipal, banking, and corporation lawyers of Boston, former member of the New Hampshire Legislature, and aide-de-camp, with rank of colonel, on the staff of Governor Harrison, of that State; Hon. Wilder Luke Burnap, A. M., one of the ablest lawyers of the State, and professor of Jurisprudence in the University of Vermont; William P. Goodelle, LL. B., of Syracuse, N. Y., formerly the great criminal lawyer of Central New York, now the attorney for the New York Central Railroad; John Scales, A. M., journalist, editor,

and proprietor of the Dover *Enquirer* and the *Daily Republican*, the ablest Republican papers in Southern New Hampshire, and no man stands ahead of Mr. Scales as an editorial writer or general newspaper manager in the State. Mr. Scales is also trustee of the New Hampshire State Normal School. The late Hon. Evarts W. Farr, member of Congress from New Hampshire; Hon. Stephen Rand, paymaster of the United States Navy. The paymastership in the navy includes that of quartermaster and commissary of subsistence, an office of great responsibility. Mr. Rand attends to purchasing guns, ammunition, coal, and stores of all kinds for the fleets, which involves, in times of war, the payment of several millions a month. Rev. Azel W. Hazen, A. M., D. D., pastor of the First Church of Christ, Middletown, Conn.; Rev. E. E. P. Abbott, A. M., D. D., Sierra Madre, California; Charles Bell Converse, M. D., physician, Jersey City; Amos W. Abbott, M. D., Minneapolis, eminent physician and surgeon, professor of Surgery in the Minnesota Medical College; Professor Homer T. Fuller, A. M., Ph. D., president for years of the Worcester Free Institute of Technology, now president of Drury College, Springfield, Mo.; Professor Isaac Walker, A. M., principal of Pembroke Academy, Pembroke, N. H.; Professor George W. Bingham, A. M., principal of Pinkerton Academy, Derry, N. H.; Rev. Joseph C. Bodwell, A. M., Lyndonville, Vt., an *honor man* at Phillips Academy, Andover, elected class orator at Dartmouth, elected three years in succession representative preacher for his class before the city at Hartford Theological Seminary, installed pastor of the First Congregational Churches of Stockbridge, Mass., Leavenworth, Kansas, and Bridgport, Mass. Mr. Bodwell is trustee of Lyndon Institute, Vermont, and past-chaplain Vermont Department G. A. R. Charles I. Parker, Chicago, Ill., member of the Illinois State Board of Education; David E. Bradly, A. M., Chicago, a successful business man, has retired to take care of his accumulations; Eri D. Woodbury, A. M., first lieutenant and brevet captain First Vermont Cavalry, severely wounded

while commanding a company at Appomattox, now president of Episcopal College, Cheshire, Connecticut. John S. Cameron, Salt Lake City—1867, chief engineer of the B. C. R. & N. Railway; 1870, contracting construction railways; 1883, assistant to general manager C. B. & Q. Railroad; 1889, assistant to the president of th eUnion Pacific Railway; 1890, chief of construction Union Pacific Railway; 1891, president and largest owner Salt Lake Rapid Transit Company. Barton F. Blake, of Philadelphia, for years Wanamaker's right-hand man, now partner in a large wholesale dry-goods business; Jeremiah E. Ayers, A. M., Denver, formerly adjunct professor Latin Language and Literature, Washington University of Pennsylvania. A. O. Hitchcock, M. D. (Harvard), physician, Fitchberg, Massachusetts; enlisted as private in the 53d Massachusetts Volunteers; wounded, losing sight of right eye, in the assault on Port Hudson, Louisiana; commissioned second lieutenant in 57th Massachusetts Volunteers, then first lieutenant, later captain; brevet major U. S. Vols. "for gallant and meritorious services in the field;" served one year as aide-de-camp and provost marshal on the staff of General Nelson A. Miles. Professor Aurin P. Somes, A. B., A. M. (Princeton), Danville, Conn.; Rev. George H. French, Park Hill, N. H., author of a "Historical Discourse of the Congregational Church in Charleston," New Hampshire, also of a "Souvenir of Kimball Union Academy," of which he is a trustee; the late Rev. Bernard Paine, A. M., Saybrook, Connecticut; the late Rev. Hollis S. Westgate, A. M., Westgate P. O., Kansas, former principal of the Columbus (Ohio) High School; Sanford S. Burr, A. B., LL. B., captain of the 7th Rhode Island Cavalry, merchant and inventor, Chicago, Ill.; Edwin Greene, A. M., LL. B., journalist and lawyer, South Dakota; Rev. Albert Bowwers, Ruggles, Ashland County, Ohio; Rev. Joseph F. Joy, Frankfort, S. Dakota; Professor Maitland C. Lamprey, A. M,, principal of schools, North Eaton, Mass.; Professor George A. Miller, A. B., principal of schools, Burlington, Iowa; Professor Francis Savage, A. M.,

Amesbury, Mass.; Frank A. Spencer, LL. B., lawyer, Washington, D. C., George A. Weaver, A. B., lawyer and capitalist, Urbana, O.; Dr. Edwin A. Knight, physician, West Newton, Mass.; Frank A. Putney, chief of postal service, Denver, Col.; E. P. Johnston, A. M., Philadelphia, Pa.; H. E. Howell, LL. B., lawyer, Springfield, Mo.; C. W. Spalding, banker, Chicago; Dr. Samuel D. Dodge, M. D., physician, Little Rock, Ark., formerly physician to the State Institute for the Blind, also city physician; Gardner C. Pierce, M. D., physician, Ashland, Mass.; Martin V. B. Perley, A. M., journalist, Portsmouth, N. H.; Colonel Wm. G. Cummings, merchant, Clinton, Iowa; severely wounded at the battle of Gettysburg; Zeeb Gilman, M. D., Beverly, Cal.; Daniel N. Lane, A. M., Raymond, N. H.; Clarence C. Moulton, A. B., merchant, New York City; William H. Preston, A. M., St. Johnsbury, Vt.; Isaac N. Jenks, A. B., Northfield, Vt.; Charles C. Marston, broker, New York City; Dr. Isaac W. Heysinger, manufacturer, Philadelphia; the late Dr. Ephraim C. Meriam, physician, Washington, D. C.; Professor John R. Blackburn, A. M., principal, Evansville, Ind., and others. From the Class of '63 more men entered the Union army than from any other class that ever entered Dartmouth College. Three of its number lost their lives in the Civil War.

5.—Page 35. The attention of the reader is called to what is said under the subheading, "Why a Child can Learn with Advantage Two Languages at the Same Time," page 208; also, to what is said under "Too Many Hours of Tuition," page 212.

6.—Page 48. In the Cincinnati schools, this extract is made the subject of at least five twelve-minute lessons, one each day for a week. Besides this, a little time is taken on Friday afternoon to see that the pupils have thoroughly memorized the selection.

7.—Page 68. Forms to be ruled by the pupils for all written exercises originated in the Second Intermediate School in 1872, when I was principal of that school, and

Professor John Akels, the present principal of the Second Intermediate, was the first assistant. They were designed by Mr. Akels and myself. The occasion which led to their invention was that of the preparation of work for the Vienna Exposition, held that year. The Board of Education, on the recommendation of Dr. John Hancock, superintendent of schools, had decided, some weeks previously, that the Cincinnati schools should prepare an exhibit of scholars' work for the Exposition, and for this purpose Dr. Hancock announced to the principals that he would hold a written examination of the schools in accordance with the rules prepared, I think, by the United States Commissioner of Education. One of these rules was to the effect that at the head of each manuscript the pupil should write the subject, the name of the school, and the grade of which he was a member; and at the foot of the manuscript his own name, Cincinnati, Ohio, and the date. After Mr. Akels and myself had decided upon the forms for the several subjects, permission was obtained from the superintendent to place all the items at the top, over the manuscripts, as a heading. Copies of the forms were then handed to the several teachers, who began at once to give the pupils practice in ruling them. This was only a few days before the examination, but long enough to make the pupils very proficient in this work; so that when the examination was held their manuscripts presented a beautiful appearance. The Second Intermediate was the only school in Cincinnati, and probably the only one in the country, that sent systematically ruled work to the Vienna Exposition. After this, the pupils of this school were required to rule their slates and papers in a similar manner, and to keep them as neat and clean as possible. After my election as superintendent of schools, these forms, as has been seen, were introduced into all the schools of the city.

8.—Page 70. After pupils once get into the way of ruling forms for written work, and of keeping everything in order, much school-time will be saved. In the Cin-

cinnati schools all the pupils provide themselves with *double* slates, and below the grammar grades—grades in which home lesson on slates are seldom required—they bring their slates to school each morning, with two surfaces ruled with pencil and ruler into the required forms, and with proper headings for two of the morning lessons (the heading for every-day work usually consists of the *subject, the name of the pupil, the grade he is in, and the date*). If there are more than two written lessons, the pupils use the other two surfaces of their slates, which, of course, are ruled in school, rather than rub out their work, which they are encouraged to keep for the inspection of the principal or others who may drop in, and to take home and show their parents. The effect of this upon the pupils is excellent.

9.—Page 97. The members of the French Commission were Mlle. Marie Loizillon, inspectrice des Ecoles Maternelles, and Mlle. Couturier, of Havre. The official report to the Minister of Public Instruction was written by Mlle. Loizillon. It so happened that they were here at the time of one of our Author-day celebrations.

Here I desire to express the great obligations I am under to Mr. Henry Probasco, not alone for the royal manner in which he entertained these noble women at his palatial residence in Clifton, but also for entertainments which he gave other distinguished visitors to the schools during my superintendency.

10.—Page 109. Names of ladies and gentlemen who served on committees:

GENTLEMEN.

Fred H. Alms, Governor Charles Anderson, E. H. Austerlitz, Dr. Joseph Aub, Professor John Akels, J. M. Armstrong, Dr. M. J. W. Ambrose.

Hon. Benjamin Butterworth, Governor R. M. Bishop, Judge Clement Bates, Hon. Warner M. Bateman, H. Wilson Brown, George W. Bishop, Judge M. L. Buchwalter, S. J. Broadwell, Louis Ballauf, W. T. Bishop, Hon. John

E. Bell, Colonel A. D. Bullock, B. O. M. DeBeck, D
Baker, E. C. Boyce, General Charles E. Brown, Wald
Brown, Hon. Samuel Bailey, Hon. Leopold Burckh
Hon. J. H. Bromwell, William H. Blymyer, G. Bousc
Hon. A. S. Berry, T. F. Baker, Samuel Blair, Max B
heim, Colonel L. H. Bond, Major Flamen Ball, Dr. (
Brent, Hon. Nathaniel Bartlett, Simon Blair, Col
Joseph Bunker, Colonel T. B. Barry, S. M. Barrett, Jo
R. Brown, Elias Block, General W. H. Baldwin, M. Ba
F. S. Brown, David H. Bailey, Rev. Dr. Burnet, B
Barney, Rudolph Burgheim Dr. Thomas J. Biggs, J
Banks, A. Bamberger, Colonel Milton Blair.

General J. D. Cox, Dr. P. S. Conner, W. B. Carpe
Professor F. W. Clarke, Judge John S. Conner, Ro
Clarke, Dr. M. T. Carey, John D. Caldwell, Hon. Ed
Colston, Dr. A. L. Carrick, Professor Peter H. C
C. C. Cobb, Samuel Stevenson, J. P. Carbery, Hon.
A. Caldwell, Captain William H. Calvert, Judge Jo
Cox, John Carlisle, James R. Challen, A. J. Cunning
Professor E. W. Coy, Professor G. A. Carnahan, Ch
R. Chesley, W. S. Capeller, Joshua V. Coppola.

Dr. John Davis, Governor William Dennison,
Julius Dexter, Rev. Dr. S. W. Duncan, W. S. Dickin
Dr. N. P. Dandridge, Dr. William B. Davis, General
Devereux, Ex-mayor S. S. Davis, J. M. DeCamp
DeCamp, A. J. DeArmond, Daniel J. Dalton, Co
L. M. Dayton.

Hon. Benjamin Eggleston, Lowe Emerson, Ge
John Egan, Henry Earnshaw, General M. B. Ev
Thomas J. Emery, Judge Charles Evans.

Governor Charles Foster, Judge M. F. Force, Ro
M. Fraser, E. E. Foster, Judge J. W. Fitzgerald,
E. A. Ferguson, Hon. James J. Faran, F. T. Fo
Abner L. Frazer, Dr. H. H. Fick, Francis Ferry, T
Foulds, Professor W. A. Fillmore, B. Freiberg, H
Fuller, George B. Fox, Julius Freiberg, W. M. F
Albert French, Maynard French, Colonel George
Finch, Dr. F. B. Hough.

Hon. William S. Groesbeck, Sir A. T. Goshorn, J

N. Gamble, John A. Gano, Virgil G. Gilmore, General Kenner Gerrard, Dr. J. P. Geppert, F. A. Grever, J. W. Gosling, John Grossius, Z. Getchell, Colonel Jephtha Gerrard.

Ex-President R. B. Hayes, Murat Halstead, Judge Samuel F. Hunt, Fred Hassaurek, Henry Haake, Judge Warren Higley, Hon. John W. Herron, General Andrew Hickenlooper, Thornton M. Hinkle, Captain C. M. Holloway, Dr. A. E. Heighway, Colonel William H. Hill, A. Howard Hinkle, Edwin Henderson, Professor George W. Harper, D. E. Holmes, Colonel C. B. Hunt, Joseph L. Hall, Colonel M. L. Hawkins, M. Hollingshead, James L. Haven, Captain W. H. Hughes, Dr. Hunt (of North Bend), W. P. Hulbert, H. Hemmelgarn, John J. Hoverkamp, T. Q. Hildebrant, Professor George Hall (of Covington, Ky.), George Hafer.

Hon. M. E. Ingalls.

Colonel A. E. Jones, Hon. Isaac M. Jordan, George W. Jones, Moritz Jacobi, Herbert Jenney, Dr. G. S. Junkermann, Professor J. F. Judge, Bishop I. W. Joyce, Walter E. Jones, Dr. George E. Jones, Frank J. Jones, S. S. Jackson, E. M. Johnson.

Hon. Rufus King, General John M. Kennett, Jos. Kinsey, Hon. Josiah Kirby, Chris. Kinsinger, Dr. A. T. Keckeler. Dr. Keckeler was vice-president of the Ohio State Forestry Association, and took a prominent part in the Arbor-day celebrations in Eden Park. Louis Kramer, John Kauffmann, Theophilus Kemper, E. L. Kidd, Ex-mayor Jacobs, George B. Kerper, Dr. A. C. Kemper, H. G. Kennett.

Hon. Alexander Long, Hon. T. D. Lincoln, James H. Laws, Rev. Thomas Lee, Dr. Rabbi Max Lilienthal, Dr. Adolph Leué, Rev. S. K. Leavitt, M. Loth, Elias Longley, Hon. J. K. Love, I. N. LaBoiteaux, Judge Nicholas Longworth, Colonel P. P. Lane, Joseph Longworth, H. A. Langhorst, William Lusby, Jr., E. Levy, Dr. George B. Loring, Clark Lane, Right Honorable James Little, K. B., Professor John H. Laycock, Wm. M. Litell, A. Lardo, P. Larota.

Hon. John R. McLean, Colonel Leopold Markbreit, Judge P. Mallon, Judge Isaac B. Matson, J. B. McCormick, Colonel R. J. Morgan, Henry Muhlhauser, Colonel D. J. Mullaney, Hon. S. N. Maxwell, Hon. T. J. Mulvihill, H. M. Moos, Paul Mohr, Robert Mitchell, George Moerlein, J. H. McMakin, George W. McAlpin, Dr. John Mickleborough, Hon. Henry Mack, Henry Marks, Judge John P. Murphy, A. W. McCormick, Otto Marmet, Dr. Daniel Millikin, Joseph R. Megrue, Rev. F. G. Mitchell, General F. W. Moore, Joseph W. Miller, Washington McLean, Hon. Henry L. Morey, Colonel N. H. McLean, Florence Marmet, Ralph C. McCracken, Professor J. J. Maas, Richard Mirtz (of Juneau, Wis.), James W. Morgan, S. D. Maxwell, Dr. F. M. Mackenzie, Marion Mackenzie, H. Mercer, Robert T. Morris, W. H. McCoy, Captain G. H. Menke.

Governor E. F. Noyes, Professor A. Nembach, Professor Richard Nelson, Joseph Niehaus.

Hon. William J. O'Neil, Colonel W. L. O'Brien, Judge T. A. O'Conner, Judge M. W. Oliver, D. S. Oliver, M. D. Osgood.

Senator George H. Pendleton, Henry Probasco, E. H. Pendleton, Hon. Thomas W. Paxton, F. B. Plimpton, Hon. Chester M. Poor, Nelson Perin, Professor E. H. Prichard, Professor W. H. Parham, John B. Peaslee, Professor Benn Pitman, H. C. Powers, E. W. Pettit, Captain W. W. Peabody, Hon. J. M. Pattison, Francis Pentland, J. J. Pearce.

Hon. Charles Reemelin, Major S. V. Reid, Julius Reis, Judge Emil Rothe, Dr. L. Robertson, General Michael Ryan, Dr. Joseph Ransohoff, Major J. A. Remley, J. M. Ray, Dr. John H. Rendigs, M. M. Reese, J. B. Renner, James L. Ruffin, Professor H. H. Rashig.

Judge George R. Sage, John Simpkinson, Hon. Richard Smith, Judge J. B. Stallo, David Sinton, General Louis Seasongood, Reuben R. Springer, Gordon Shillito, Vincent Shinkle, Hon. Amor Smith, Albert Schwill, Adolph Strauch, William Sumner, Dr. William Stark, Dr. Alfred Springer, Rev. H. J. Stewart, Samuel Stevenson, L. L.

Sadler, Joseph Siefert, Hon. Luke Staley, Colonel D. W. Strickland, L. Schreiber, General W. B. Shattuc, Alfred Seasongood, Colonel A. C. Sands, M. C. Shoemaker, Charles Stewart, Dr. James Scott, Hon. Thomas G. Smith, H. R. Smith, W. J. Shaw, P. W. Schneider, Joseph Sater, George W. Stone, Hon. Bellamy Storer, T. A. Snider, Elder W. G. Stratton, Wm. Storms.

Judge Alphonso Taft, Judge William H. Taft, C. W. Thomas, W. F. Thorne, Dr. William H. Taylor, Samuel W. Trost, Colonel Gustav Tafel, George W. Trowbridge, Dr. William Taft, Charles Truesdale, D. D. Thompson, F. A. Tucker, A. Torges.

Hon. Henry C. Urner, Dr. J. W. Underhill, J. C. Ulery.

Dr. W. H. Venable, Colonel A. M. Van Dyke.

Dr. John A. Warder, General Durbin Ward, Reuben H. Warder, Hon. Lewis Wetzel, Hon. John W. Warrington, Captain J. M. Wise, Dr. Rabbi Isaac M. Wise, General E. P. Wilson, Hon. Joseph F. Wright, Judge D. Thew Wright, George Wilshire, Dr. C. O. Wright, Rev. Dr. C. W. Wendte, Levi J. Workum, Theophilus Wilson, Asa W. Waters, Colonel Smith A. Whitfield, Augustus Wessel, Dr. E. Williams, Professor E. S. Wayne, Jabez Waters, Dr. George E. Walton, H. M. Warren, Hon. Gustav Wahle, David J. Workum, Professor W. B. Wheeler, Samuel Wolfstein, Henry Wielert, Captain W. T. Washington, C. S. Weatherby, C. F. Wilstach, General A. M. Warner, Edward Woodruff, Dr. J. M. Walton.

Governor Thomas L. Young, Hon. John Zumstein, J. A. Ziegler.

LADIES.

Mrs. Larz Anderson, Mrs. Judge William L. Avery, Mrs. Judge Miller Outcalt, Mrs. Brent Arnold, Mrs. H. Andress, Mrs. John Allomong, Mrs. Professor John Akels, Mrs. L. A. Ault, Mrs. J. M. Armstrong, Miss Anderson, Mrs. Colonel Albert (of Newport, Ky.), Miss Carrie Autcalt.

Mrs. Governor R. M. Bishop, Mrs. A. H. Bugher, Mrs. Colonel A. D. Bullock, Mrs. S. J. Broadwell, Mrs. General W. H. Baldwin, Mrs. John Bonte, Miss Anna Brent, Miss

Anna Butterfield, Mrs. Dr. C. P. Brent, Miss Fannie Brent, Mrs. General Thomas P. Barry, Mrs. T. F. Baker, Mrs. L. Black, Mrs. Dr. R. M. Byrnes, Mrs. John P. Bonte, Mrs. E. Bonte, Miss Clara Brashears, Miss Delia Burroughs, Miss Louise Best, Miss Minnie Brown, Mrs. J. A. Bailey, Miss Ida Barker, Miss Bertha Barker, Miss Ella Baker, Mrs. Robert B. Bowler, Miss Belle Butterworth.

Mrs. S. S. Cooper, Mrs. General J. D. Cox, Mrs. John W. Cotteral, Mrs. Dr. M. T. Carey, Mrs. Colonel T. C. Campbell, Mrs. E. A. Conner, Mrs. A. R. Clark, Mrs. M. H. Crane, Miss Lydia Carey, Miss Ida Crane, Miss Carlisle, Mrs. W. D. Chipman, Mrs. A. A. Clerke, Mrs. John Cochnower, Mrs. John D. Caldwell, Miss Anna Clayton, Miss Carrie Cope, Miss Mary Cochnower, Miss Minnie Clyde, Miss Mary Colburn, Miss Kate Coffin, Miss Annie Cotteral, Mrs. Cutter, Miss Ida Crane.

Mrs. Dr. John Davis, Mrs. Richard Dymond, Mrs. General A. F. Devereux, Mrs. Dr. William B. Davis, Mrs. Dr. W. H. DeWitt (author of a poem written for the occasion), Mrs. Dr. W. W. Dawson, Mrs. Colonel William L. DeBeck, Miss Sallie Dale, Mrs. Colonel L. M. Dayton, Mrs. Lambert DeCamp, Miss Carrie L. Douglass, Miss Sallie Dale, Miss Fannie T. Duke, Miss Mattie Davis, Miss Anna M. DeBeck, Miss C. D. Dolyns, Miss Bertha Devereux.

Mrs. Thomas J. Emery, Mrs. Jacob Elsas, Mrs. William V. Ebersole, Mrs. Eaton, of North Bend.

Mrs. Governor J. B. Foraker, Mrs. Judge M. F. Force, Mrs. Julius Freiberg, Mrs. W. H. Forwood, Mrs. Francis Ferry, Madame B. Fredin, Miss Nellie Fisher, Miss Florence Foraker, Miss Laura Fisher, Miss Kate Fitzgerald.

Mrs. Colonel John B. Gibson, Mrs. J. W. Gosling, Mrs. John Gates, Miss Nellie L. Goodrich, Mrs. James N. Gamble, Mrs. C. H. Gould, Miss Julia Gazley, Miss Hannah Gazley.

Mrs. W. P. Hulbert, Mrs. Judge M. B. Hagans, Mrs. Judge Warren Higley, Mrs. Joseph L. Hall, Mrs. John W. Herron, Mrs. T. T. Haydock, Mrs. Murat Halstead,

Mrs. Frank B. Hart, Mrs. John B. Hart, Mrs. Colonel M. L. Hawkins, Mrs. Henry Haake, Mrs. James C. Hopple, Mrs. Thornton M. Hinkle, Miss H. G. Hunnewell, Mrs. General A. Hickenlooper, Mrs. Otto Heinemann, Miss Mattie Hannah, Miss Haydock, Miss Sallie Hall, Mrs. Dr. H. H. Hill.

Mrs. M. E. Ingalls.

Mrs. Major Frank J. Jones, Mrs. Dr. I. D. Jones, Mrs. Bishop Isaac W. Joyce, Mrs. Colonel A. E. Jones, Miss Emily A. Johnson, Mrs. Thomas L. Jones, Miss Jennie M. Jones, Mrs. Dr. George E. Jones, Mrs. George W. Jones, Miss Jennie Jelke.

Mrs. E. T. Kidd, Mrs. John Kilgour, Mrs. Dr. A. C. Kemper, Mrs. Adam A. Kramer, Mrs. Henry Kessler, Mrs. Keck, Miss Annie Kellum, Miss Carrie Kelly, Miss Fannie Kellum.

Mrs. Judge Nicholas Longworth, Mrs. F. H. Lawson, Mrs. A. S. Ludlow, Mrs. George A. Love, Mrs. J. F. Larkin, Mrs. W. J. Lippincott, Mrs. David Lytle, Mrs. Robert F. Leaman, Mrs. Adolph Leué, Mrs. John A. Love, Miss Frances Lockwood, Miss Luella Latta, Mrs. L'Hommedieu, Mrs. Rev. S. K. Leavitt.

Mrs. Alexander McDonald, Mrs. Lawrence Maxwell, Mrs. Colonel C. W. Moulton, Mrs. Henry Muhlhauser, Mrs. Isaac J. Mack, Mrs. Henry Marks, Mrs. Washington McLean, Mrs. Joseph McGrew, Mrs. Dr. A. J. Miles, Mrs. Colonel N. H. McLean, Mrs. George W. McAlpin, Mrs. Robert T. Morris, Miss Grace Mayo, Mrs. Colonel D. W. McClung, Mrs. Mayor William Means, Mrs. Megrue, Mrs. Louis Myers, Mrs. Sarah B. McLean, Mrs. Dr. F. M. Mackenzie, Mrs. Marion Mackenzie, Mrs. Richard Mirtz, Miss Adelaide Nourse, Mrs. L. Marlin, Miss Carrie Maqua, Mrs. J. W. Miller, Mrs. Rev. F. P. Mitchell.

Mrs. General E. F. Noyes, Mrs. Colonel George Ward Nichols, Mrs. Dr. O. D. Norton, Miss Dora Nelson, Miss C. Neave, Miss Netter.

Miss Sallie A. Owens.

Mrs. Aaron F. Perry, Mrs. Captain W. W. Peabody, Mrs. John B. Peaslee, Mrs. Joseph R. Peebles, Mrs. Judge

Price, Mrs. M. J. Pyle, Mrs. Henry Probasco, Mrs. T. A. Pickering, Miss Peebles.

Mrs. Judge C. D. Robertson, Mrs. Dr. R. S. Rust, Mrs. J. H. Rhodes, Mrs. William L. Robinson, Mrs. Dr. L. Robertson, Mrs. J. M. Ray, Mrs. E. R. Reed, Mrs. Ringgold, Miss Clara Ringgold, Miss Emma Ringgold, Miss Marie Ringgold, Miss Ella Rothe, Miss Maria Rothe, Mrs. Judge Emil Rothe, Miss Shipley.

Mrs. General Louis Seasongood, Mrs. Dr. Alfred Springer, Mrs. General W. B. Shattuc, Mrs. John Shillito, Miss Seeley, Mrs. John Simpkinson, Mrs. Murray Shipley, Mrs. James W. Sibley, Miss Josie Stanford, Mrs. John Shillito, Miss Annie Simpkinson, Miss Minnie Stowe, Miss Jennie Sabine, Miss Sanford, Miss Saunders (of Newport, Ky.), Miss Adele Shellabarger, Miss Mamie Smith, Miss Lydia D. Smith, Miss Annie Sampson, Miss Elizabeth Shipley, Miss E. Sargent, Misses Seasongood, Miss Sachs, Mrs. Rev. H. J. Stewart, Miss Stern.

Mrs. Frank G. Tullidge, Mrs. Joseph Thorne, Mrs. William F. Thorne, Mrs. George H. Thompson, Mrs. Charles P. Taft, Mrs. T. J. Thurman, Mrs. S. W. Trost, Miss Clara Louise Turner, Miss S. A. Timberlake, Miss Alice Thompson.

Mrs. Dr. J. W. Underhill, Miss Ada Venable.

Mrs. E. Court Williams, Mrs. Levi J. Workum, Mrs. Augustus Wessel, Mrs. Rev. C. W. Wendte, Mrs. Dr. Charles O. Wright, Mrs. Bishop John M. Walden, Mrs. Dr. E. Williams, Mrs. David J. Workum, Miss Annie Webb, Mrs. C. W. Weaver, Mrs. Captain James S. Wise, Mrs. Dr. Walton, Mrs. F. P. Ward, Mrs. D. T. Williams, Miss Dora Wilson, Miss Jennie Wood and sister, Miss Clara Weatherby, Miss Mamie Wilder, Miss Agnes Walker, Miss Mary White, Miss C. Wright, Miss Ida Wiltsee, Miss Sallie Yoakley, Miss Mary Washington, Miss Dora Wilson, Miss Fannie Ward, Miss Mary Whitson.

Miss Jesse Zane.

11.—Page 113. The following are the names of the principals and special superintendents who were present

at the meeting, and who assisted in making School "Arbor-day" a success:

Normal School, John Mickleborough—Special Superintendents: Music, G. F. Junkerman; drawing, Henry H. Fick; penmanship, A. E. Burnett. Hughes High School, E. W. Coy. Woodward, George W. Harper. Intermediate Schools: First, G. A. Carnahan; Second, William A. Fillmore; Third, Ed. H. Prichard; Fourth, George F. Sands. District Schools: First, James E. Sherwood; Second, Abram S. Reynolds; Third, Charles H. Evans; Fourth, Isaac H. Terrell; Fifth, C. J. O'Donnell; Sixth, Noble K. Royse; Seventh, Peter J. Fox; Eighth, John H. Laycock; Ninth, William S. Flinn; Tenth, H. H. Raschig; Eleventh, W. B. Wheeler; Twelfth, John Akels; Thirteenth, August H. Bode; Fourteenth, John Scheidemantle; Fifteenth, William Mueller; Sixteenth, Benj. M. Weed; Seventeenth, John S. Highlands; Eighteenth, G. W. Burns; Nineteenth, J. H. Hoffman; Twentieth, C. C. Long; Twenty-first, George W. Oyler; Twenty-second, George W. Nye; Twenty-third, Henry Doerner; Twenty-fourth, Richard C. Yowell; Twenty-fifth, S. L. Miner; Twenty-sixth, M. S. Turrill; Twenty-seventh, Lewis Freeman; Twenty-eighth, E. A. Renner; Western District, Peter H. Clark; Eastern District, William H. Parham.

12.—Page 114. "Arbor-day" procession of 1882:

FIRST DIVISION,

Major J. A. Remley commanding.

Currier's Band.

Mounted Police, commanded by Captain Devine.

Governor Foster and staff.

Grand Marshal, Colonel Smith A. Whitfield, and staff.

Major J. A. Remley and staff.

First Regiment Band.

First Regiment O. N. G., Colonel C. B. Hunt commanding.

Carriages containing speakers, members of the Forestry Congress, and distinguished guests.

Band.
Veteran Battalion, commanded by Colonel M. L. Hawkins.
George H. Thomas Post, G. A. R.
Commodore Foote Post, G. A. R.
Soldiers' and Sailors' Memorial Association.
Tenth O. V. I. Association.
Veteran Battery.
SECOND DIVISION,
George K. Duckworth commanding.
G. K. Duckworth and staff.
Band.
Duckworth Club.
Knights of St. James.
Knights of St. Patrick.
Knights of St. Thomas.
Knights of St. Joseph.
Knights of St. Maurice.
Knights of St. John.
Corryville Saenger Bund.
Italian Society.
Great Western Band.
Emerson Forestry Cadets, Hughes High School.
Everett Forestry Cadets, Woodward High School.
National Forestry Cadets.
Longfellow Forestry Cadets, Eleventh District School.
Hawthorne Guards, High School pupils.
Webster Foresters, Intermediate School pupils.
And citizens unorganized.

13.—Page 127. At the request of General John Eaton, United States Commissioner of Education, the electro-plates of the pamphlet were sent to the Bureau of Education at Washington, D. C. From these plates, the Government printed and distributed many thousand copies of the work. Five thousand copies were distributed to the Grand Army Posts of New York State in the spring of 1885, and on Decoration-day of that year *memorial trees* were planted in honor of her patriotic dead, in all parts of the State. That same year the authorities of Quincy, Mass.,

planted, and dedicated trees in the streets of that city, to the soldiers who had passed away, as I was informed by letter from a member of the city government.

14.—Page 162. The ordinance passed Congress July 13, 1787, by a unanimous vote of all the States. The article prohibiting slavery was added July 12, 1787, by Nathan Dane, of Massachusetts, but the plan of government proposed by Thomas Jefferson, in 1784, contained a similar provision. Rev. Mannasseh Cutler, LL. D., of Massachusetts, one of the directors of the Ohio Company, though not a member of Congress, exerted a great influence over the committee of Congress, and secured the insertion of a number of the provisions of the ordinance.

15.—Page 163. Previous to 1787, Massachusetts is the only State that had wholly emancipated its slaves; but Pennsylvania, Connecticut, and Rhode Island, in the order named, had passed laws for the gradual abolition of slavery.

16.—Page 165. This remarkably beautiful letter of Washington Irving is not printed in his works. I ran across it in an old pamphlet, in the Cincinnati Public Library, containing celebration exercises of 1835.

17.—Page 181. Mrs. General J. D. Cox. General Cox was the toastmaster of the evening.

18.—Page 198. Professor Booker T. Washington is principal of the Tuskegee Normal and Industrial Institute, Alabama. Professor Washington is the only colored man upon whom Harvard University ever conferred the degree of Master of Arts.

19.—Page 239. Some of the teachers use numeral frames and lamplighters, or small match-sticks, distributed among the pupils. During the past school year, 1881–1882, the Board has furnished most of the primary rooms with balls—ten for each pupil, five red, and five black—strung on a wire stretched across each desk in front of the pupil. I consider the balls and wire superior

to all other appliances. Of course, each teacher should have a numeral frame, or, what is better, have her desk furnished with the wire and balls.

The credit of introducing this appliance for teaching Primary Arithmetic belongs to Miss Ada M. Wheeler, of the Twenty-fifth District School, now of Warner School.

20.—Page 250. To supplement the reports of the principals, I will state that in May, 1886, I found among those examined by me, a number of very remarkable classes. In two of these the pupils of the entire class averaged over eighty lines, one hundred having been the maximum a pupil was permitted to read, and in each of the others, five of the six pupils called upon at random, read "Thanatopsis" and that part of "Enoch Arden" found in McGuffey's Sixth Reader, without making a mistake. This plan was first tried in Miss Emilie A. Callaghan's class, Second Intermediate School. Robert Carrigan, of Grade E (Third Reader), read until he was stopped by the teacher, for fear of injury, and Mary Finn, of Grade G, read through the First Reader.

21.—Page 297. The *Adventure Galley* was the first covered vessel that ever floated on the Ohio River.

22.—Page 341. The prose introduction and the verses were originally intended as a school declamation. I suggest that a pupil declaim the introduction and the first and second stanzas, and that the entire class or grade recite in concert the last stanza. The verses were set to music by Mr. W. T. Porter, of this city, and published by White-Smith Music Publishing Company, of Boston, New York, and Chicago; also by Professor John Yoakley, of this city, and published by the George B. Jennings Company, of Cincinnati; and by Professor Joseph Surdo, one of the music teachers in the public schools of this city, and published by the Groene Music Publishing Company, of Cincinnati. They were sung, Professor Surdo directing, by 3,000 public-school children at the National German Saengerfest, July 1, 1899.

23.—Page 343. These verses were suggested by a visit to the National Cemetery Chattanooga, Tenn. They were set to a new tune by Mr. W. T. Porter, of Cincinnati, and published by the White-Smith Music Publishing Company, of Boston, New York, and Chicago. On Decoration-day, 1896, they were sung in Cincinnati Music Hall by upwards of fifteen hundred school children.

24.—Page 347. Mrs. Mary Peaslee Gardner is my oldest sister. She was born in Plaistow, Rocking County, New Hampshire, and now lives in Haverhill, Mass. "The four little boys" referred to myself and my three brothers next younger.

The maple-tree to which reference is made in the poem, is the one which I planted first. See page 269.

25.—Page 249. Mr. Edward S. Peaslee is first cousin to me. Mr. Peaslee was born in Plaistow, N. H., but in his childhood he removed with his parents to East Parish, Haverhill, Essex County, Mass., in the neighborhood of the Poet Whittier's birthplace. The brook, to which reference is made in the poem, is called Country Brook, or Whittier Brook. It runs from Peaslee's Mill-pond through the Whittier farm, and empties into the Merrimac River.

26.—Page 353. The Rev. William Carey Sheppard, also a native of Plaistow, N. H., is my brother-in-law, the husband of my youngest sister, Anna Peaslee Sheppard. He is rector of the Church of Ascension, Cleveland, Ohio.

This Ode to Webster was written for the occasion, and read by him at the unveiling of the statue of the great statesman on the grounds of the capitol, Concord, New Hampshire, on the one hundred and eleventh anniversary of the battle of Bunker Hill, June 17, 1886.

The statue was modeled by Mr. Thomas Ball, and presented to the State of New Hampshire by the Hon. Benjamin Pierce Cheney.

Index of Persons

A LIST of the names of some of the prominent descendants of Joseph Peaslee, Jr., will be found on pages 13 to 20.

Names of Mr. Peaslee's classmates at Dartmouth College, on pages 370 to 373.

The names of persons who served on "Arbor-day" Committees in 1882, on pages 375 to 382.

(As the Minutes of the projectors of the American Forestry Congress could not be obtained, access was had, through the kindness of Librarian A. W. Whelpley and his assistants, to the newspapers containing the reports of the meetings, and while great care has been taken to verify the names, there may be a few omissions or other inaccuracies in the lists.)

The names of the principals of schools who took part in the "Arbor-day" exercises, April 27, 1882, will be found on page 383.

INDEX OF PERSONS

NAME. PAGE.

ADAMS, CHARLES FRANCIS, 225
Adams, John, ... 174
Adventure Galley, . . 297, 298, 386
Agassiz, Louis, 73, 122, 153, 303, 325
Agassiz, Elizabeth C. (Mrs. Louis A.), ... 303
Agassiz Forestry Cadets, . . 303
Aguilar, Grace, ... 196, 197
Aiken, Miss, ... 46
Akels, John, ... 109, 374
Alcott, Louise M., ... 124
Alden, Mrs. Isabella, ... 127
Alden, W. L., ... 127
Aldrich, Thomas Bailey, . . 127
Allen, Frederick, ... 181
Allibone, S. Austin, ... 127
American Bookseller, ... 70
Andrews, John W., ... 332
Andrews, Dr., ... 35
Angell, George T., ... 76
Angelo, Michael, ... 91, 198
Aristotle, ... 201, 325
Arndt, Colonel, ... 105
Appleton, D. & Co., ... 334
Atlanta Exposition, ... 198
Atlantic Monthly, ... 82
"Autocrat of the Breakfast-Table," 82, 83, 292
"Arbor-day" Procession, . . 383
Aydelott, B. P., ... 193
BACON, FRANCIS, ... 91
Bailey, Philip James, ... 91
Ball, Thomas, ... 387
Bancroft, George, ... 73
Banvard, Joseph, ... 127
Beecher, Miss Caroline E., . 194
Beecher, Miss Harriet, ... 193
Beecher, Lyman, ... 193
Beethoven, ... 74
Benjamin, Park, ... 90
Bicknell, Dr., ... 69
Birds of Killingworth, . . 49, 51
Black, J. W., ... 74
Blaine, James G., ... 200
Boar's Head, ... 276
Boker, George H., ... 127
Bolton, Sarah T., ... 127
Bonner, John, ... 127
Boston *Literary World*, . . . 23
Boston University, ... 184
Brandy-brow, ... 265

NAME. PAGE.

Brown, Miss Anna, ... 364
Bryant, Miss Julia, ... 117
Bryant, William Cullen, 26, 73, 74, 98, 117, 123, 131, 153, 157, 291, 310, 313
Bryant Tree, ... 117
Burnet Woods Park, ... 105
Burns, George W., ... 361
Butterworth, Hezekiah, . . . 127
CALLAGHAN, MISS EMILIE A., ... 386
Campbell, Alexander, ... 194
Campbell, Ex-Governor James E., ... 30
Carleton, Will, ... 127
Carnahan, G. A., . . . 93, 359, 360
Carrigan, Robert, ... 386
Cary, Alice, ... 91, 123
Cary, Alice and Phœbe, 73, 144, 316, 317
Cary, Phœbe, ... 123
Cary, Samuel F., ... 316, 317
Cary Sisters, ... 52, 317
Cary Tree, ... 144
Centennial Exposition, . 69, 226
Champlin, John D., . . . 127, 128
Chaucer, ... 25, 34
Cheney, Hon. Benjamin Pierce, ... 387
Cheney, Mrs. C. Emma, . 128, 335
Child, Mrs. Lydia Maria, . . 128
Cincinnati Art Museum, . . 156
Cincinnati Art School, . . . 186
Cincinnati College, ... 195
Cincinnati College of Music, 186
Cincinnati College of Pharmacy, ... 185
Cincinnati Forestry Club, . . 104
Cincinnati *Gazette*, ... 23
Cincinnati Law School, . . . 194
Cincinnati Normal School, 219, 221
Cincinnati Society of Natural History, ... 186
Cincinnati University, 183, 184, 186, 187, 188
Clark, George Rogers, 172, 173, 174, 175
Clark, Rebecca S. (Sophia May), ... 128
Clay, Cassius M., ... 116

NAME. PAGE.

Clay, Henry, ... 73
Clifton, ... 105
Clough, Arthur Hugh, ... 158
Common School and Iowa Journal of Education, . . . 69
Coffin, Charles Carleton, . . 124
Coleridge, ... 46
Comegys, C. G., ... 194
Committee on Forestry Education, ... 120
Concord School of Philosophy, ... 207
Conemough Valley, ... 196
Confucius, ... 201
Conway, Moncure D., 116, 312, 313
Cooper, James Fenimore, 122, 322
Cooper, Susan Fenimore, 322, 323
Cornwallis, Lord, ... 105
Corryville Saenger Bund, . . 384
Couturier, Mlle., ... 375
Cox, General J. D., ... 385
Coy, E. W., ... 116
Craigie, "Apothecary General," 169
Craigie House, ... 169, 170
Craigie, Mrs., ... 170, 171
Cromwell, Oliver, ... 38
Curwin, M. E., ... 194
Cutter, G. W., ... 122
Cutler, Mannaseh, ... 385
DANA, RICHARD HENRY, . . 124
Dana, Richard Henry, Jr., . 124
Dane, Nathan, ... 385
Dartmouth College, 14, 17, 20, 21, 27, 278, 373
DeBeck, Colonel W. L., 105, 106, 107, 108, 110
Dental Department, ... 185
Detroit, ... 142
Devereux, A. F., ... 75
Devine, Captain, ... 383
Dexter, Mr., of Boston, . . . 75
Diaz, Mrs. Abby May, ... 128
Diesterweg, ... 200
"Die Wacht Am Rhein," . . 200
Dodge, Mrs. Mary Mapes, . . 128
Douglas, Miss Amanda M., . 128
Drake, Dr. Daniel, ... 185, 193
Drake, Joseph Rodman, . 122, 330
Draper, Daniel, ... 320, 321
Draper, John W., . . 122, 320, 321
Dryden, John, ... 91
Dustin, Hannah, ... 12
Duyckinck, Everett A. and George L., ... 128
Duckworth, G. K., ... 384
Dwight, D. S., ... 91
EATON, GENERAL JOHN, 233, 384
Eddy, D. C., ... 128
Eddy, Mrs. Imogen Willis, 314, 315

NAME. PAGE.

Edison, ... 335
Educational Magazine, ... 193
Eels, Samuel, ... 194
Eggleston, Edward, ... 128
Eggleston, George Cary, . . . 128
Eggleston, J. L., ... 90
Emancipation-day, ... 198
Emerson, Ellen T., ... 301
Emerson Forestry Cadets, 113, 384
Emerson, Ralph Waldo, 21, 25, 55, 72, 73, 116, 122, 153, 157, 301, 312
Endicott, Governor of Massachusetts, ... 310
Epping Park, ... 125
Euripides, ... 33, 284
Everett, Edward, . . . 73, 122, 200
Everett Forestry Cadets, . . 384
FICK, H. H., ... 72
Fields, Mrs. James T. (Annie), 125, 153, 155, 157, 158, 302, 303
Fields, James T., 63, 123, 153, 155, 157, 158, 303
Findley, Martha (Martha Farquharson), ... 128
Finney, Charles G., . . . 181, 182
Flint, Timothy, ... 131
Flynn, Mary, ... 386
Foote, John W., ... 194
Foote (Commodore Foote Post), ... 384
Fort DuQuesne, ... 172
Fort Edward, ... 309
Fort Harmar, ... 297
Fort Wayne, ... 309
Fosdick, William W., ... 124
Foster, Governor, ... 111, 383
Fox, George, ... 11, 309, 369
Franke, ... 200
Franklin, Benjamin, . . 123, 174
Franklin Foresters, ... 114
Frederick the Great, ... 136
Froebel, ... 200
Fuller, Margaret, ... 124
Fulton, Robert, ... 335
GALE, MRS. ELIZABETH, . . 61
"Gail Hamilton," 201
Gallagher, W. D., 122, 296, 298, 327
Gano, General John S., . . . 30
Gardner, Mrs. Mary Peaslee, 348, 387
Garfield, James A., . . 73, 131, 200
Gautsch, Baron, ... 182
Gilman, Arthur, . . . 128, 333, 334
Gilman, Caroline, ... 91
Gilmanton Academy, . . . 21, 82
Gladstone, ... 97
Goethe, ... 74, 91
Goodrich, Samuel G. (Peter Parley), ... 128
Godwin, Herold, ... 117

NAME. PAGE.
Godwin, Mrs. Parke, ... 117
Grace Aguilar Society, . 196, 197
Grafton, E. D., . . 153, 155, 156, 157
Grand Army Posts of New York, ... 384
Grebner, Constantin, ... 222
Greeley, Miss Gabrielle . . . 320
Greeley, Horace, ... 122, 320
Grimke, Thomas S., . 44, 124, 194
Grimm, ... 200
Groene Music Publishing Company, ... 386
Groesbeck, Wm. S., ... 75
"Grube Method," 233
Guilford, Nathan, ... 190
HALE, EDWARD EVERETT, . 124
Hale, Mrs. Sarah J., ... 128
Hale, Nathan, ... 200
Halleck, Fitz-Greene, 123, 131, 330
Hancock, Dr. John, . 195, 254, 374
Handel, ... 74
Hanselmann Commandery Knights Templar, ... 30
Hardacre, Mrs. Emma P., . . 124
Harper Brothers, ... 321
Harris, Dr. Wm. T., . . 25, 200, 207
Hart, John S., ... 128
Harvard University, . . 182, 184
Haven, Mrs. Alice B. (Cousin Alice), ... 128
Hawkins, Major M. L., . . . 384
Hawthorne, Nathaniel, 51, 73, 123, 153, 157
Hawthorne Forestry Cadets, 384
Hadyn, ... 74
Headley, J. T., 103, 122, 295, 311, 312
Hebrew Union College, . 188, 195
Helps, Arthur, ... 44
Hemans, Felicia D., ... 91
Hengist and Horsa, ... 117
Hentz, Caroline Lee, ... 193
Herder, ... 200
Higginson, Thomas W., . . . 129
Higley, Warren, 104, 105, 106, 108, 118
Hill, George C., ... 129
Hillhouse, James, ... 319
Historical and Philosophical Society, ... 187
Hoadly, George, ... 190, 195
Hodges, Leonard B., ... 104
Holland, J. G., 51, 61, 62, 74, 90, 123, 289, 290, 321
Hollingshead, Mrs. R. M., . . 94
Holmes, Oliver Wendell, 25, 26, 44, 55, 73, 81, 82, 83, 89, 90, 123, 140, 153, 157, 200, 285, 287, 288, 289, 290, 291, 292, 293, 294, 301, 302, 307, 308, 329, 370
Holmes Forestry Cadets, . . 114
Homer, ... 181

NAME. PAGE.
Houghton, H. O., ... 100, 293
Houghton, Mifflin & Co., . . 100
Howells, W. D., ... 123, 304
Humboldt, ... 74
Hunt, Colonel C. B., ... 383
Hussey, Christopher, ... 369
Hutchinson, Judge, Jonas, . 21
IRVING, WASHINGTON, 122, 165, 166
JACKSON, ANDREW, ... 200
Jackson, Helen Hunt (H. H.), ... 91, 129
Jay, John, ... 174
Jefferson, Thomas, 162, 168, 297, 385
Jennings, George B., ... 386
Johnson, A. B., ... 334
Johnston, Howard A., . . 294, 295
Johnson, Rossiter, . . 129, 334, 335
Johnstown sufferers, ... 196
Jones, Colonel A. E., . . 108, 112
Judeich, F., ... 119
KASKASKIA, FORT OF, 172, 173, 174
Kellogg, Elijah, ... 129
Key, F. S., ... 122
Kiddle, Dr., ... 207
Kimball, Mrs. E. A., ... 13
King's Mountain Battlefield, ... 309
King, Rufus, ... 297
Kinmont, A., ... 193
Kinney, Coates, ... 124
Knox, Thomas W., ... 129
LABOITEAUX, MRS. LOUISA, 28
Ladd, Horatio O., . . 129, 336, 337
Landy, James, ... 74, 75
Lane Seminary, ... 187, 191
Lanier, Sidney, ... 129
Landseer, ... 73
Larcum, Lucy, ... 122, 319, 320
Lathrop, Miss Delia A., . . . 249
Leuê Adolph, 103, 104, 106, 111, 113, 119
Lord, Dr. Nathan, ... 21
Law Department of the Cincinnati College, ... 195
Lewis, Samuel, ... 191, 193
Lilienthal, Rabbi Max, . . . 108
Lincoln, Abraham, ... 73
Lincoln, General, ... 310
Lippencott, Mrs. Sarah J. (Grace Greenwood), ... 129
Little Turtle (the Miami chief), ... 309
Lodge, Henry C., ... 129
Longfellow, Henry Wadsworth, 25, 26, 83, 49, 52, 73, 90, 98, 100, 123, 153, 157, 169, 171, 200, 284, 285, 286, 291
Longfellow Forestry Cadets, 113, 384